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ABSTRACT

This handbook, the production of which was funded under the 1965 Elementary Secondary Education Act Title I, offers techniques and suggestions for developing a well organized parental involvement program with emphasis on the migrant Mexican American parent. The team approach, which includes the principal, teacher, parent, visiting, community aide, and others, is focused upon. Some activities discussed are parent teacher conferences, parental, workshops, advisory committees, home visits, and parent education activities. A parental involvement program is viewed as a partnership arrangement among parents, school, and community. The program's main goals and objectives are: (1) to develop rapport among migrant parents, school personnel, and community by increasing interpersonal contacts; (2) to increase interest and knowledge among migrant parents about the education of the children; (3) to involve all school personnel in the development of an effective parent-school-community involvement program; (4) to enhance the migrant parents' and school personnel's knowledge of local, State, and Federal Agencies, and other organizations that may improve the socio-economic status of the migrant; and, (5) to promote and involve migrant parents in all types of educational opportunities available. (Author/JM)

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Handbook for a Parent-School-Community Involvement Program

MIGRANT AND PRESCHOOL PROGRAMS
TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
JANUARY 1974

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FOREWORD

As a part of its continuing effort to improve the educational needs of Texas pupils, the Texas Education Agency has encouraged programs involving the parents of these pupils.

The study concerning Parental Involvement, conducted by Southwest Educational Development Laboratory under a contract with the Agency, has resulted in this manual.

This program will be evaluated in terms of improvement and of coordination between the parents, the school and the community for the benefit of their students.

J. W. Edgar
Commissioner of Education

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INTRODUCTION

During 1968-69, the Southwest Educational Development Laboratory under contract with the Texas Education Agency designed a series of Parent-School-Community-Involvement activities for migrant parents and wrote a handbook for school staff on how to implement the activities.

Testing continued in Hereford, McAllen, and Robstown Independent School Districts through 1971, by which time the handbook was extensively revised and expanded, culminating in a more extensive testing in 1971-72 when five new sites--Beeville, San Diego, Mercedes, Progreso, and La Joya were added.

In 1973-74 approximately twenty selected school districts in the Texas Child Migrant Program participated in the pilot stage of the revised handbook. The Texas Education Agency and nine Educational Service Center Migrant Components received regularly scheduled reports concerning all types of involvement activities from the school and the Parent-School-Community Involvement staff at the pilot test sites. The pilot test sites during the 1973-74 school year include Cotulla Independent School District; Lampasas Independent School District; San Marcos Independent School District; Lyford Independent School District; Mercedes Independent School District; Mission Independent School District; Brownfield Independent School District; Alice Independent School District; West Oso Independent School District; San Felipe-Del Rio Consolidated Independent School District; Ralls Independent School District; Midland Independent School District; Region III Education Service Center--Victoria--(Karnes City, Kennedy, Bay City, and El Campo); Region XVIII--Midland--(Presidio, and Big Spring); Region XIV--Abilene--(Roscoe, Hamlin, Stamford, and Anson); and Region XV--San Angelo--(Rock Springs, Nueces Canyon, Comstock, San Angelo, Miles, and Eden).

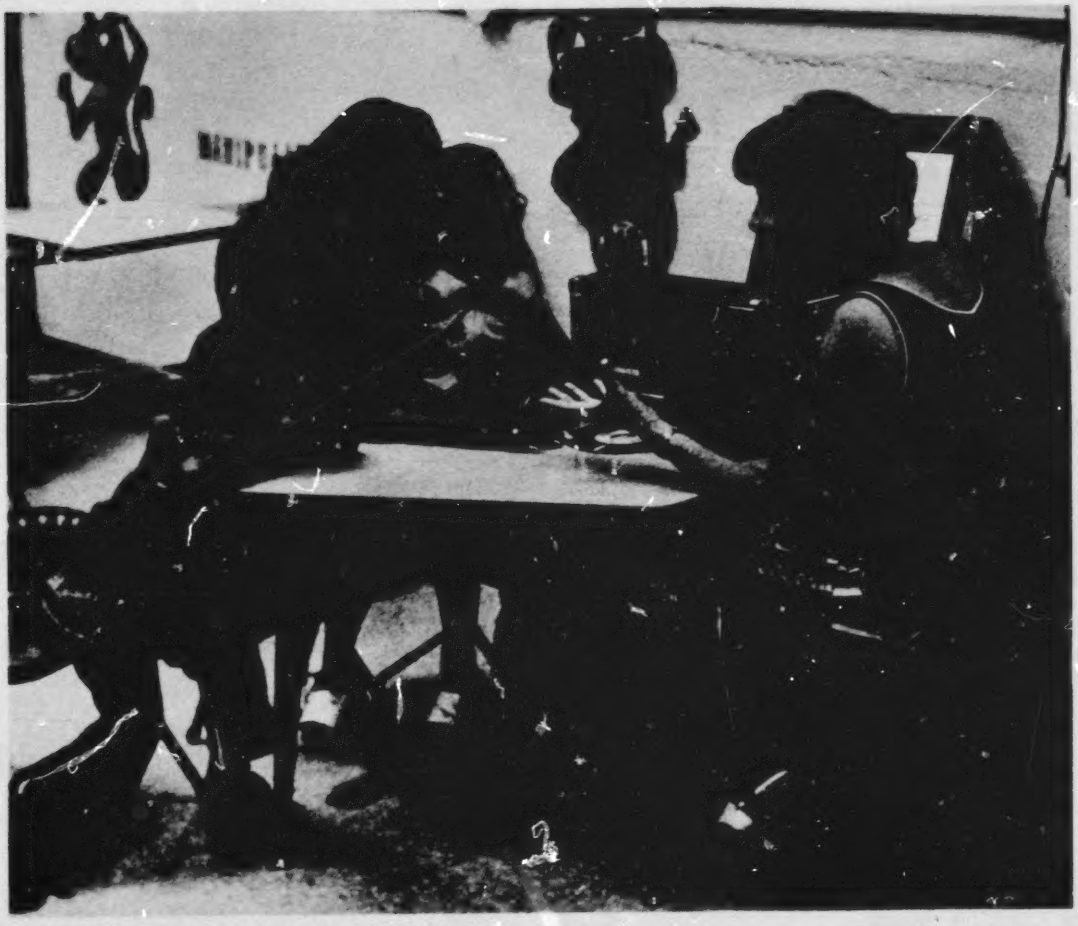
The selected school districts will act as models for all school districts with migrant programs in Fiscal Year 1974-75.

The Handbook for a Parent-School-Community Involvement Program offers techniques and suggestions for developing a well-organized parental involvement program with emphasis on the migrant Mexican American parent.

This handbook will focus on the team approach which includes the principal, teacher, parent, visiting teacher, community aide, etc. Some activities discussed in this bulletin are parent-teacher conferences, parental workshops, advisory committees, home visits and parent education activities.

It is recommended that the information discussed in this handbook be utilized in school staff inservice, parent-teacher inservice and parental involvement worshops. This handbook should be used as a guide by the key members (visiting teacher and/or community aides) in a parental involvement program.

GOALS AND OBJECTIVES



A Parental Involvement Program is a partnership arrangement among parents, school, and community. The program should establish the framework for planned educational activities which will result in a close rapport between what is learned at school and what is learned at home.

Parents are concerned with their children's welfare and they can assume active roles in the education of their children if they understand what the school is doing; are sympathetic with its aims; are encouraged to work constructively to improve its methods; and are actively involved in their children's educational activities.

The Parent-School-Community Involvement Program (PSCI) is primarily concerned with three areas: the home, the school, and the community. The relationship among these three institutions affects the total development of the child. Threading through these concerns are attitudes to be shaped within the home, school, and community. This program's main goals and objectives are:

GOAL 1 - To Develop Rapport Among Migrant Parents, School Personnel and Community by Increasing Interpersonal Contacts

Objective -- At the first PSCI meeting, acquaint all migrant parents with the Parent-School-Community Involvement Program. The migrant parents will be asked to contribue ideas to implement the PSCI program.

Objective -- After the first general PSCI meeting (whenever the majority of migrants return), the Parent Advisory Committee should be formed. The committee will help the PSCI staff* plan and formulate activities and strategies to help the students and parents. The Parent Advisory Committee is a must for migrant and ESEA Title I Programs. At least two migrant parents must be members of this committee.

Objective -- Beginning in September, the PSCI staff, in close cooperation with the principal, will write and distribute a weekly or semi-monthly bilingual newsletter to inform the migrant community about major events at the school and in the community.

Objective -- Beginning in October, PSCI staff will organize and carry out in each barrio** the first of three or more home activities for the school year to discuss problems of the school and the community.

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*Visiting Teacher, Community Aides, Home-School-Liaison Aides, and Program Secretary (one or a combination of personnel)

**Neighborhood

Objective -- Beginning in October or November, PSCI staff will arrange three or more home visits for each classroom teacher. The PSCI staff should encourage or require preschool and kindergarten teachers to visit all the homes of her students before the first day of school. Teachers in grades 1 through 12 will visit the homes at least twice a year.

GOAL 2 - To Increase Interest and Knowledge Among Migrant Parents About the Education of Their Children

Objective -- At the first PSCI school activity held for migrant parents the principal and/or teachers will invite the migrant parents to visit and observe the children being taught in the classroom.

Objective -- Beginning in November, at each monthly program, a teacher will demonstrate and then have a parent take her place and role play a simple, motivational, educational lesson to be used at home.

Objective -- At the first PSCI school activity held for migrant parents, each teacher of migrant children will select parent volunteers to help her with classroom and other activities.

GOAL 3 - To Involve All School Personnel in the Development of an Effective Parent-School-Community Involvement Program

Objective -- At the first PSCI orientation session for school personnel in September, each of the PSCI school personnel* will suggest parent-school activities that promote understanding of the role, nature, and the importance of education in the lives of the migrant children.

Objective -- Any time a problem arises involving the migrant population, PSCI school personnel and PSCI staff will cooperatively initiate possible solutions.

Objectives -- At the end of September, the PSCI school personnel will submit in writing to the Visiting Teacher a list of major community resources that can help the migrant parents.

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*Principal, Teachers, Special Service Personnel, Aides

GOAL 4 - To Enhance the Migrant Parents' and School Personnel's Knowledge of Local, State, and Federal Agencies, and Other Organizations that May Improve the Socioeconomic Status of the Migrant

Objective -- During the first three months of the school year, the PSCI staff will study all social service agencies, governmental or private, that can be of service to the migrant parents and their children and take steps to involve them to help with individual cases.

Objective -- In November, or after the migrants have arrived, the PSCI staff will organize orientation sessions to be held during the school year to explain to migrant parents what the social service agencies -- governmental or private -- have to offer.

GOAL 5 - To Promote and Involve Migrant Parents in All Types of Educational Opportunities Available

Objective -- Throughout the school year, the PSCI staff will investigate all adult educational programs in the community or nearby communities, make this information available to migrant parents, and enroll as many of the parents as possible.

Objective -- Throughout the year, and beginning in November, PSCI staff will innovate and organize educational programs for migrant adults using available community resources.

PARENT-SCHOOL-COMMUNITY INVOLVEMENT PROGRAM CALENDAR
(PSCI)

July

- Administration employs community agent (Visiting Teacher and/or Community Aides).
- Community Agent outlines his/or her program.

August

- Visiting Teacher interviews and recommends Community Aides for employment.
- Visiting Teacher prepares an orientation or inservice session for the PSCI staff and the PSCI school personnel.
- PSCI staff begins checking on community resources, agencies, and leaders.
- PSCI staff will begin search for educational opportunities, academic or vocational, available for migrant adults.
- PSCI staff will start planning school newsletter.
- A Parent Advisory Committee should be established if no prior committee has been formed.

September

- Migrant administration and community agent will hold orientation session or inservice workshop for PSCI staff and PSCI school personnel to:
    - Plan school newsletter.
    - Discuss and explain techniques of PSCI strategies: school activity programs, home activity programs, classroom parent-activities, parent education techniques.
    - Illustrate need, purpose, and techniques in home visitations.
    - Secure from teachers input to the PSCI program.
    - Stress value of simple motivational and educational lesson demonstrations to parents for use at home with their three, four, and five-year-olds and demonstrate a lesson.
    - Encourage team participation and develop techniques for PSCI staff's partipation in PSCI program.

    - Illustrate methods of communication: interviewing, group communication, and effect of feedback in communications.
    - Emphasize the need to bring social agencies, governmental or private, to the program and stress the use of all available community resources.
- PSCI staff will continue to investigate all social agencies, governmental or private, that can be of service to the migrant parents and their children.
    - Visiting Teacher and/or Community Aides will make a list and develop a workable manual of these agencies, if one is not available.
    - PSCI staff will encourage all social agencies to help PSCI school personnel with school problems.
    - PSCI school personnel will be encouraged at orientation sessions to contribute their knowledge of community agencies and resources.
- PSCI staff will begin planning special educational projects for migrant parents such as: health education, driver education, cooking classes, etc.
- PSCI will begin enrolling migrants in educational opportunities such as: adult basic education, manpower projects, vocational schools.

October

- PSCI staff and PSCI school personnel will hold a general school activity to acquaint all migrant parents and community leaders with the PSCI program.
    - The Visiting Teacher will introduce the PSCI staff, PSCI school personnel, school administration, school officials and community leaders.
    - The Visiting Teacher will explain the purpose of the PSCI program.
    - The Visiting Teacher will involve the migrant parents and encourage them to contribute concerning the program and existing problems.
    - The Visiting Teacher will also seek recommendations from community leaders at the meeting.
    - The Visiting Teacher will explain the value of a Parent Advisory Council.
- PSCI staff will hold a school program activity at a school.
    - PSCI staff will explain home-program activities.
    - Administrators will explain classroom visitation program.
    - Teachers will select classroom volunteers and explain available volunteer assignments.
    - Visiting Teacher will discuss field-trip possibilities.

- Visiting Teacher will begin involving migrant parents in cooking classes, health education classes, driver education, etc.
- The newsletter will be distributed.

November

- Visiting Teacher and/or aides will hold a called meeting to elect new members of the Parent Advisory Committee.
  - The new committee will be introduced.
  - The purposes and duties involved will be explained and discussed.
- Teachers will continue home visitations.
- In monthly school activities programs a teacher will demonstrate a simple, motivational and educational lesson to be used by parents with their three-, four-, or five-year old children.
- PSCI staff will begin orientation sessions for migrants in relation to social service agencies, governmental or private, and explain what these agencies have to offer to them.
  - Visiting Teacher will present "Topic of Interest" lists, briefly explain services of each, and let migrant parents select agencies they wish explained further.
  - Visiting Teacher will arrange a school activity or a home activity where a representative of the selected agency can give an orientation session on the services the agency has to offer.
- Visiting Teacher will see that the newsletter is distributed.

December

- Visiting Teacher should see that there is at least one school activity meeting or program.
- THE PSCI staff should be active in home activity meetings.
- Members of the Parent Advisory Council should meet once a month and/or when necessary.
- Liaison work should continue between PSCI staff and PSCI school personnel on migrant problems.
- Migrant teachers must continue home visitations.
- Visiting Teacher will continue referrals of needy migrants to social agencies.

- Involvement of migrants in special classes or in vocational or academic classes should continue.
- The newsletter and news media should continue to inform migrants of school and community activities.
- Program activities at school, classroom visitations, classroom volunteer work, and educational lessons for parents to use with three-, four-, and five-year-olds should be encouraged.
- Assistance should be given by PSCI staff to PSCI school personnel in organizing and carrying out field trip projects.

January

See December.

February

See December.

March

See December.

April

See December.

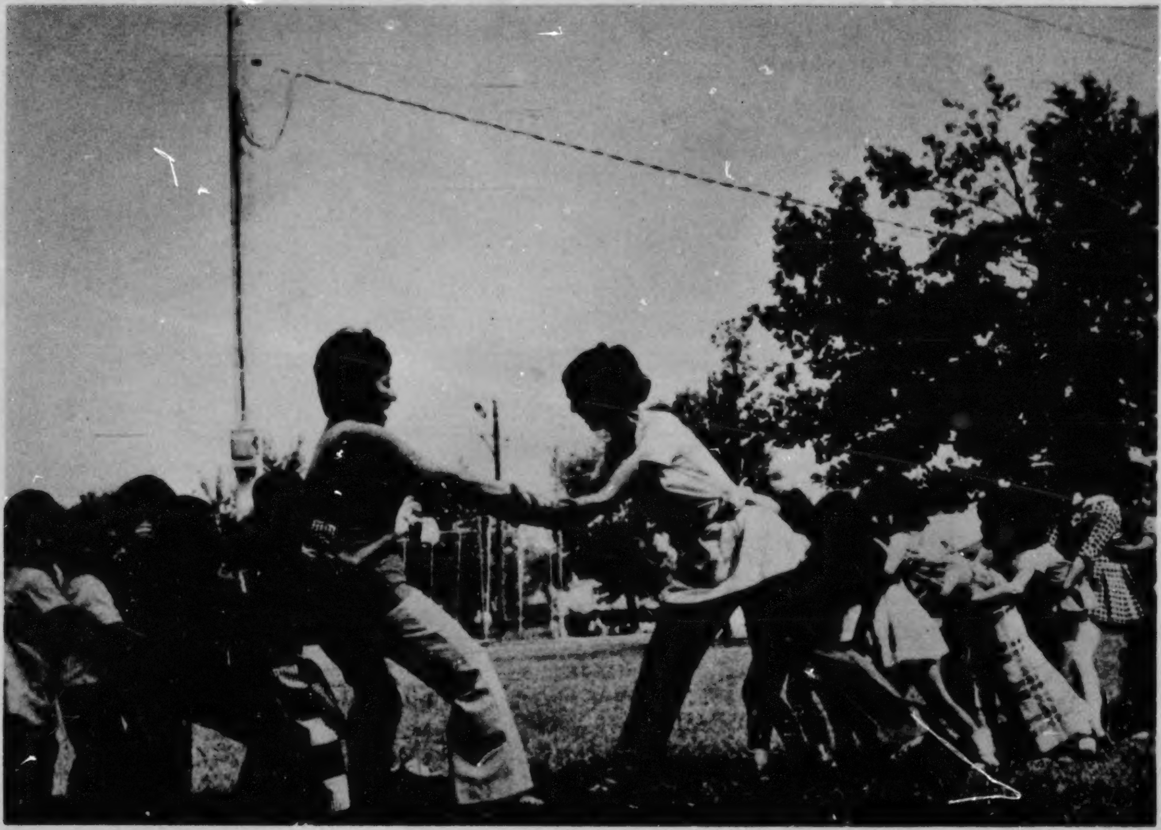
May

- PSCI staff must complete evaluation reports.
- PSCI staff will prepare a summary report for the administration officials for evaluation purposes.
- PSCI staff and Parent Advisory Committee may help formulate a summer program for migrants which can be funded by ESEA Title I funds.

June

- If the situation warrants, the PSCI staff may help administer a summer program or programs.
- The PSCI staff may be made a part of a summer program if the school district can justify the PSCI personnel.

THE TEAM



THE SCHOOL PRINCIPAL

Interpreting the school's goals, program and teaching methods to parents and the community is, in large part, the responsibility of the school administration. As the official spokesman for the school, the principal has access to many more communication channels to reach the public than does the classroom teacher. What, specifically, can the administrator do to bring about greater understanding between parents and teachers?

The administrator can make use of the following communication channels to keep parents and public informed of activities:

- Newsletters, issued at regular intervals, to inform parents of school news, important developments in the school's program, and changes in the curriculum or school policy.

- Bulletins, to explain a particular aspect of the school's program or an important change in policy or method.
- Leaflets or flyers, issued as appropriate to announce special events or answer questions on specific problems.
- Local newspapers.
- Radio and TV.

The administrator can work toward an understanding of the whole community -- its social structure, its ethnic, racial and religious composition, its cultural values. Only if he understands the community can he work effectively to make the school a part of the community rather than a structure apart from it. He must adapt the school to community needs and make the school responsive to changes such as gradual population shifts, urbanization, influx of new ethnic groups, and desegregation.

He can make adequate provision in teacher schedules for parent-teacher interviews and provide teachers adequate time to prepare reports meaningful to parents. He can see that teachers are given an opportunity to visit the parents at home.

With the aid of PSCI personnel (Visiting Teacher and/or Community Aides), the administrator can encourage or seek help from organized parent and community groups. Such groups may help with numerous school-related activities such as annual summer health check-ups before children return to school in the fall; special programs such as a school play; career days or field trips; preparation, distribution, and tabulation of questionnaires concerning curriculum improvement, transportation needs, lunchroom facilities or other school activities; campaigns for legislation beneficial to the school, school bond issues, or money-raising campaigns for purchase of special school equipment the school could not otherwise afford.

He can work toward forming school study-discussion groups for parents and teachers so they can study together the problems of child development and guidance. Such groups permit parents and teachers to meet on the same level. By discussing problems and exchanging ideas they can see each other as individuals rather than as the parent or the teacher of a particular child.

He can encourage classroom teachers to work with different community groups as rank-and-file members or resource persons.

The principal must become a member of the Parent-School-Community-Involvement team and see that all his staff, professional and non-professional, join the effort to make this involvement a success and a help to his school.

THE TEACHER

The Role of the Teacher

A community involvement program must recognize the need for modifying undesirable attitudes which may exist in the school as well as the community Increased understanding comes about only through providing working relationships between school and home and continuing awareness that the school staff bears the larger responsibility for initiating these good relations. To this end, teachers must recognize that a community's customs and beliefs are the heritage of the people, and that the role of the teacher as an educational catalyst must be carried out within the spectrum of cultural differences. In order to facilitate this communication and cooperation the school staff should:

- Make an organized effort to identify themselves more closely with the culturally different child, his family, his neighborhood and his background.
- Focus more directly on the particular neighborhood social-community conditions by holding school meetings and discussion group, and making home visits to parents.
- Broaden and deepen their outlook by using consultants in child psychology, sociology, urban renewal, and urban immigration.
- Motivate and encourage each other to generate ideas, methods, or techniques on how to reach pupils from low socioeconomic backgrounds through modifications or organizational patterns within the school or instructional methods.
- Encourage each other to generate and experiment with new methods of including parents in program planning.
- Encourage one another to adopt a positive attitude toward the academic potential of the children -- to consider intelligence, interest, and potential testing in a realistic context, and to use the dominant language of the child as the medium for instruction.

Direct Communication and Community Participation by School Staff

In a personal and direct way teachers and other staff members can affect the community by:

- Taking an active interest and role in community life.
- Making every effort to meet and understand people in the community and to show a sincere interest in them.
- Learning as quickly as possible how the target community's social, economic, cultural makeup may differ from their own.
- Understanding and accepting community attitudes, practices, and habits.

Nothing can replace direct, face-to-face communication in improving parent-teacher relationships. The face-to-face contact is often effective even when the teacher may feel the parent is responding only as he thinks the teacher expects him to, or even when the parent may actually withhold information that might be helpful to the child's progress in school. Face-to-face communication helps parents to see:

- That the teacher has interests other than academic achievement.
- That the teacher understands and accepts their child and is genuinely concerned about his welfare and progress.

Educators know that the child's home and community environment affects his performance in school in substantial ways. Home visits are beneficial for the teacher since they increase perspective and give insights into home conditions that influence the learning and behavior of the children in school. The teacher can shape her or his classroom learning procedure to meet the need of the children as she or he has perceived them in the home.

THE PARENTS

If an educational program is to meet the needs of children, it must provide maximum environmental enrichment, beginning with the child's earliest experiences in the home. Obviously, the most significant persons in a child's early life are his parents. As his first teachers, they are in a position to do for their children what no one else can do and they can increase their childrens' chances for success and happiness by a significant margin. Whether rich or poor, educated or illiterate, parents want their children to be successful and happy. Parents can care deeply but still not know how to help their children in their home and will carry out suggestions and instructions that help them do so.

To help parents help their children one must convince them of the importance of the preschool years in the child's development -- and that this development includes mental as well as physical growth. Practical application, not theoretical knowledge, is the goal. Therefore, persons who can reach the parents and communicate easily with them should present the program to them. Activities should help parents develop the ability to use learning materials and structured experiences with their young children. They learn how to assume more responsibility for training their children in the home up to age three, and how to work cooperatively with the nursery school-kindergarten to train their children from age three to six.

Because of its significance, language deserves treatment in a separate category. The importance of parents and children talking to each other is critical if children are to develop skills essential for later academic competition. Parents should know how important it is for them to answer their children's questions and for them to find time to talk with their children about topics which arouse the children's interest.

Volunteer participation in classroom and school activities and classroom observation will help the migrant parents become a functioning part of the school. Field trips are usually enjoyable for migrant parents.

Rapport with the parents must be established by the PSCI staff to encourage them to attend PSCI activities and to state their needs. Their participation at orientation sessions is vital to the school program.

THE VISITING TEACHER

The key staff member of the Parent-School-Community Involvement Program is the Visiting Teacher. This person must forge the links which join school administrators, teachers, service agency representatives, community leaders, and parents. When the Visiting Teacher is working with parents in their environment, he represents the school. When he is working with the school during the initial formative stages of the program, he represents the parents. Though his role is important, the Visiting Teacher must remember he does not "call the shots" on organizational matters significant to the parents, neither does he merely carry messages between school, parents and community. He is aggressive as he locates and stimulates resources and leaders, but he is subdued and plays a background role in dealing with community persons whose potential is in its early developmental stage.

The Visiting Teacher will have to adapt to many situations. Some of the situations he may encounter in his relationships with the school, the community, migrant parents, and service agencies are suggested below:

With the School -- The Visiting Teacher will work with administrators, special service personnel, and teachers in determining the best possible methods for involving the parents in a program. He must establish and maintain rapport with the parents and the school and its policies and earn their trust. In this context, he can interpret the school's policy to the parents and community.

With the Community -- The Visiting Teacher will work to help members of the community develop a trust in institutions. Although he may become involved in community-wide activities, he should not do so at the expense of his primary functions.

With the Migrant Parents -- The Visiting Teacher will work to gain their trust and confidence and will seek ways to alleviate their problems. He will constantly have to remind himself that his main obligations are to the migrants' home-school concerns, or he will find himself addressing his total energies to the migrants' entire spectrum of problems.

With Service Agencies -- The Visiting Teacher will work with service agencies in their efforts to reach the migrant parents, to increase their knowledge of the world about them, and to improve their living conditions. A truly concerted effort between service agencies and the Visiting Teacher could do much toward improving the life of the migrant. He must try to bring service agency leaders and representatives to school activities in order that they may understand the PSCI program.

The Visiting Teacher will have even more roles -- working with volunteers, church groups, civic organizations, government officials, etc. He will look for resources and apply them to problems; he will interact in relationships between parents and organizations, between individuals, and between agencies. The qualified Visiting Teacher will be involved in never ending and repeated processes of discovery, analysis, application, solution, and reverees.

The Visiting Teacher must coordinate his activities with those of the school staff to insure effective communication. He must have imagination, sensitivity, and commitment toward the culture and problems of the groups involved. He should also be sincere, reliable, helpful, and enthusiastic. An effective agent first familiarizes himself with the community and the interaction of apparent influences. To recognize these interactions, he must become acquainted with the physical makeup of the community, its various business establishments and industries, its churches, its private and public organizations and clubs, and other main elements of the community study. With the knowledge and understanding he gains from his observations, the agent can begin his role as a stimulator and supporter of the parents. In this role, he will:

- Contact the parents.
- Explain the purpose of parental involvement.
- Seek the parents' view of the community-school relationship.
- Encourage parents to visit the school.
- Arrange school meetings between parents and teachers.
- Identify leaders and potential leaders.

The Visiting Teacher should first work with those parents who show the most interest and who are willing to participate. These parents will form a nucleus that will expand and attract other parents. The talents of parents in this nucleus can be developed so that the parents can serve as community coordinators.

If the Visiting Teacher is given Community Aides, he should train, guide, and involve them with enthusiasm and know-how. When three or more persnnnel are involved in the PSCI program, a secretary-typist and office are necessary. To evaluate the program and to record the necessary informational forms and reports, the staff will need someone to type and file gathered information and conclusions.

The Visiting Teacher is included in a special service personnel unit in the Minimum Foundation School Program in Texas.

Section 2 A of Senate Bill 116, Foundation School Program Article 2922-12 reads as follows:

> "To effectuate the Foundation School Program proposed and guaranteed herein, school districts are authorized to utilize the following professional positions and services:
>
> A. Professional Positions
>
> e. Special service teachers, among which shall be included librarians, school nurses, school physicians, visiting teachers, and itinerant teachers.

Further, in Article 2922013, Section 3 b it states:

> "Districts which have twenty (20) or more approved classroom teacher units shall be eligible for one (1) special service teacher unit for each twenty (20) classroom teacher units. (No credits for fractions.)

Under Article 2922-14, Article IV, Section 4 (2) Schedules reads as follows:

"Pay Grade"	No. Mos. Paid	Class Title	Description of Position	Required Preparation and Education
7	10	Visiting Teacher I	Works on personal, educational, family, and community problems with children, parents, school personnel and community agencies.	Degree; certified
8	10	Visiting Teacher II	Same as above	Master's Degree; certified

Bulletin Number 634, The Visiting Teacher, Texas Education Agency, Austin, Texas, September 1963, states that the Professional Visiting Teacher Certificate requires 30 semester hours of graduate study, with at least nine semester hours study of the pupil, the family, and the Community. The remaining 29 hours at the graduate level are intended to give the candidate a balanced program in those areas that will help him deal with the problems of the problems of the student, the family and the community.

THE COMMUNITY AIDES

The Community Aides or assistants to the Visiting Teacher may be non-professional. If they are from the locality, they will be knowledgeable of the community and its problems. Just as the Visiting Teacher is the liaison between the school and the parents and community, the Community Aides are the communication link between the Visiting Teacher and the parents and community.

Community Aides must be team-oriented. They should learn to handle problems as they arise and at the same time keep the Visiting Teacher informed of the feelings within the community. They should be capable of communicating with administrators and teachers.

Problems may arise that call for the aid of the Visiting Teacher or even the administrators; in this case, there should be no hesitancy on the Community Aides' part to ask for help.

Community Aides should be thoroughly familiar with all area social service agencies -- governmental and private -- and should assist the Visiting Teacher in obtaining services and educational opportunities for the migrant parents.

If a school district is not large enough to justify a certified Visiting Teacher, one or two Community Aides may be employed to perform the parental involvement duties.

NEIGHBORHOOD LEADERS

•• The Neighborhood Leader

As they begin a community involvement program, administrators must recognize that the community already has leaders. Within any group of people of any socioeconomic level, several individuals will have demonstrated leadership qualities within their peer group. To try to organize a community involvement program without using these leaders would be foolish if not detrimental to the long-range outcomes of the program. The concept of Neighborhood Leaders for the community involvement program is based on demonstrated needs for:

- A leadership element to emerge or be developed within the population to be served.
- A catalyst or change agent to translate and communicate the ideas of the professional staff to the target population in terms which can be readily understood and which will stimulate them into positive participating action.

.. Developing Neighborhood Leaders

Evidence indicates that low income citizens are more reluctant to associate or take active roles in community organizations than are citizens who have been more economically and socially favored. Parent-teacher organizations, mothers' clubs, community improvement groups, and other organized school and neighborhood groups require a nucleus of active, energetic adults. Adults who form this nucleus should be familiar with organizational processes and administrative functions. School personnel can help identify and develop the leadership potential of citizens. A component of a community involvement program is, therefore, directed toward helping parents develop needed skills. Staff members will help parents develop their abilities to:

- Identify and deal with community problems.
- Assume leadership roles in group processes.
- Function as democratic leaders.
- Organize working groups to deal with community problems.
- Utilize community resources.
- Organize and conduct meetings.

.. Functions of the Neighborhood Leader

The Neighborhood Leader is a citizen volunteer who can assist the professional staff by:

- Improving the effectiveness of communication between school and home by transmitting and interpreting school information to the community and community information to the school.
- Involving parents in school-sponsored activities and community groups.
- Organizing classes and clubs which will meet after school hours in the school buildings.
- Making home visits to determine how the school can assist parents in helping their children succeed in school.

- Keeping the school staff informed about any home conditions which may be influencing adversely the academic progress or behavior of a school child.
- Encouraging parents to come to the school and talk with teachers about their children's academic or behavioral problems.
- Offering advice on how to solve school-neighborhood problems or acting as an impartial arbitrator of school-family issues.
- Coordinating open forums which encourage members of the neighborhood to express their opinions.
- Calling on parents to encourage them to send their children who need medical attention to health clinics.
- Encouraging parents to enroll in local adult education programs.
- Educating parents to the ways they can help to enrich their children's social and cultural lives.
- Maintaining a person-to-person relationship between school and home.

THE SCHOOL NURSE

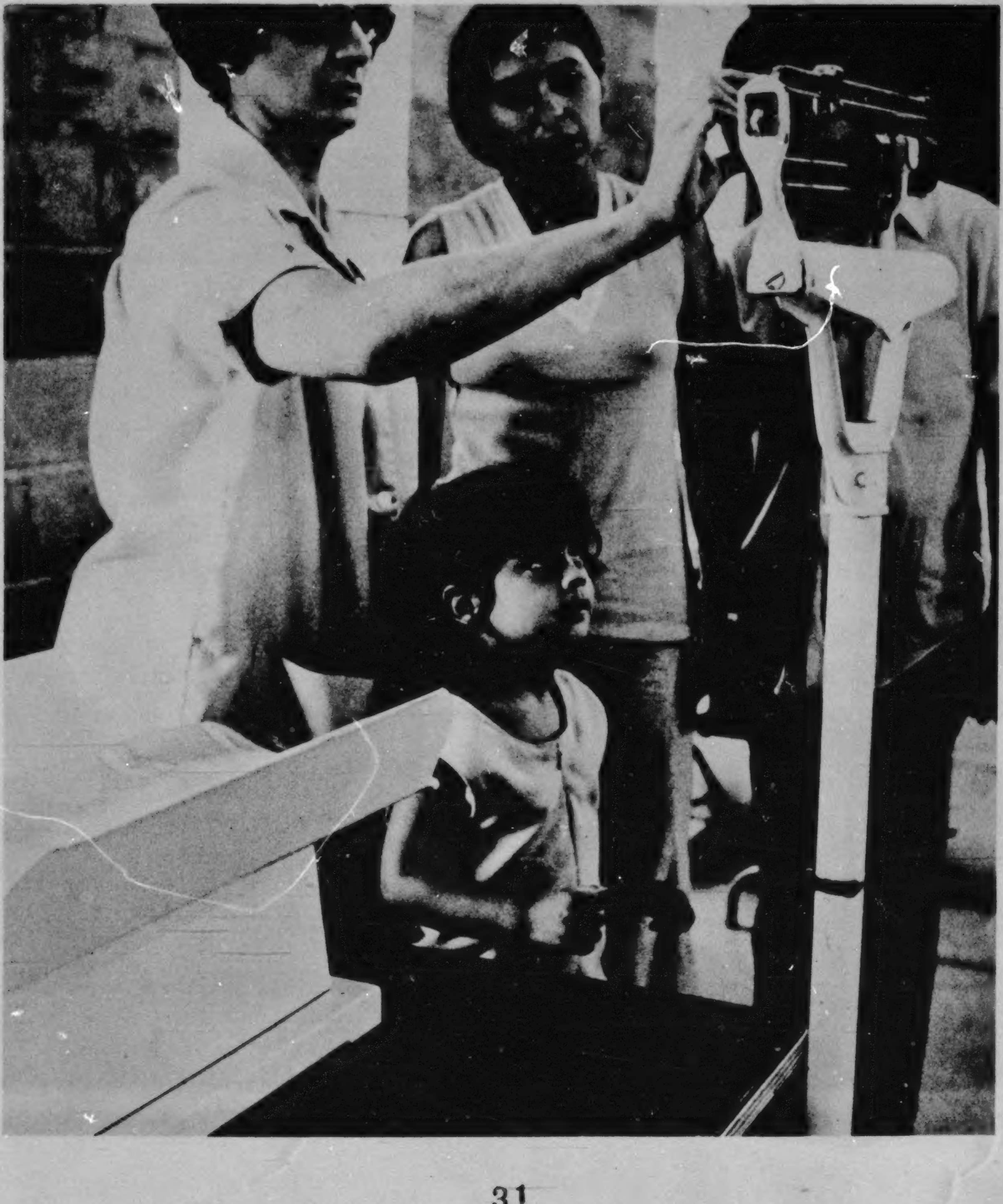
The School Nurse should be a member of the Parent-School-Community Involvement Team. She is important because health problems are numerous among economically deprived families. She can open many doors possibly inaccessible to the Visiting Teacher.

The Parental Involvement staff can help the Nurse carry out her health and immunization programs. She can reach more homes and extend her valuable programs much further through the use of the PSCI staff and their volunteer help.

The School Nurse is a valuable asset:

- She knows and carries out the health policies of the schools.
- She can easily reach the medical personnel in the community.
- She is familiar with all the health agencies in the area and the State.
- She can be depended on in emergencies.
- She keeps the health records of all students and usually knows the health situation in the family.

The Texas Education Agency has a pamphlet, Bulletin 619, called The School Nurse in the School Health Program; the Visiting Teacher and the Community Aides should be thoroughly familiar with this booklet. Personnel meetings should not be held without the School Nurse.



THE SCHOOL COUNSELOR

The Minimum Foundation Program provides one Supervisor or Counselor unit for the first 40 classroom teacher units and one Supervisor or Counselor unit for each additional 50 classroom teacher units.

Besides the General Counselor units, special counselors from other sources are also available. The Compensatory Education Counselor is a unit funded under provisions of Title I, ESEA. The Special Education Counselor is funded under provisions of Senate Bill 230, Sixty-first Legislature, and the State Plan for Special Education. Vocational Education Guidance Personnel are funded under program provisions approved by the Department of Occupational Education and Technology.

The Visiting Teacher and his aides should work closely with all counseling personnel. If the migrant program has its own counselor, the Visiting Teacher and the Community Aides should make him a member of the team.

Trained counseling can alleviate many problems. The migrant child has problems in school that are unique to him because of late entrance, grade retardation, and home environment. The migrant counselor is aware of these barriers to school success and has his own brand of techniques to combat them. Working with PSCI personnel he can acquire data on the home situations and keep informed of educational and vocational opportunities in the area.

If no migrant counselor is in the school migrant program, the Visiting Teacher should help regular counselors establish rapport with the migrant students. Community Aides, in their close relationship with the home, will discover many cases where guidance is needed and should inform the counselor of these cases.

The guidance program is developmental and not problem-centered and is intended for all migrant children. Each migrant child must have an adequate program of planned activities to increase his self-understanding and decision-making abilities; this is the task of the school counselor. From the classroom teacher to the school superintendent and the Board of Trustees, the school system has an important part to play in the organization, planning, and support of a good guidance program.

The Texas Education Agency has an excellent manual, Accountability In Guidance Services, printed in 1973 and available from the Division of Guidance Services.

PARENT ADVISORY COMMITTEE
(PAC)

Parent involvement at the local level is deemed to be an important means of increasing the effectiveness of programs under Title I (Title I Regular and Title I Migrant). Each application of a local educational agency (LEA) should demonstrate that adequate provision has been made in the Title I program for participation of and special services for the parents of children involved in the programs. The employment of parents in the Title I projects is but one way to implement this provision. The primary goal of such activities and services should be to build the capabilities of the parents to work with the school in a way which supports their children's well-being, growth, and development.

Public Law 91-230 and HEW guidelines require that applications for ESEA Title I funds demonstrate that each participating local school district has established a district-wide committee composed of parents of children to be served in public and nonpublic schools.

Each local educational agency shall have a council in which parents (not employed by the local educational agency) of educationally deprived children residing in attendance areas which are to be served by the project, constitute more than a simple majority, or designate for that purpose an existing organized group in which such parents will constitute more than a simple majority.

Each district should retain on file a documented written record of Parent Advisory Committee membership, meetings held and attendees, actions taken, etc. This information is auditable data and will be reviewed by Texas Education Agency (TEA) auditors and/or consultants.

A district may form one Parent Advisory Committee to meet the requirements for Title I Regular and Title I Migrant. If the district organizes only one committee, the following information (Items 1, 2, 3) will be sufficient for the migrant component if a minimum of two migrant parents are included on the committee and is stated in the required narrative. However, if the district decides to establish another committee for Title I Migrant an additional narrative should be attached following the information on items 1, 2, and 3.

The following information is included in the Consolidated Application for State and Federal Assistance (CASFA):

Item 1 - Attach a narrative describing:

- The procedure used in establishing a parent advisory committee.
- How parents of the children to be served were consulted and involved in the planning of the project.
- Plans for continuing the involvement of such parents in the further planning and in the development and operation of the project.

Item 2 - The district parent committee is composed of (number) _____ members, (number) _____ Title I parents, (number) _____ Title I Migrant parents.

Item 3 - The Federal Register, Volume 37, Number 199, Section 116.17 requires each local educational agency to include in its application sufficient information to enable the State educational agency (TEA) to make certain determinations prior to approving the application for the Elementary and Secondary Education Act (ESEA) Title I funds. Therefore, in order to comply with such requirements and make such determinations, please react to each statement below and indicate by a check mark if it has been achieved:

- Is the parent committee (including parents of children enrolled in private schools) composed of more than a simple majority of parents (not employed by the local district) of educationally deprived children residing in attendance areas which are to be served by the project?
  Yes __________
- Has the local education agency (LEA) taken appropriate measures to ensure the selection of parents to the parent advisory committee who are representative of (a) the children eligible to be served (including such children enrolled in private schools), and (b) the attendance areas to be included in the Title I programs of the local agency?
  Yes __________
- Has each member of the committee been furnished free of charge copies of Title I of the Act, the Federal regulations, guidelines, and criteria issued pursuant thereto, State Title I directives, and the local school district's current application?
  Yes __________
- Has the local district made available to the committee other information that may be needed for the effective involvement of the committee in the planning, development, operation, and evaulation of projects under Title I (including prior applications for Title I projects and evaluation thereof)?
  Yes __________
- Has the local school district provided the parent committee with the school district's plans for future Title I projects and programs, together with a description of the process of planning and developing those projects and programs, and the projected times at which each stage of the process will start and be completed?
  Yes __________

- Has the parent committee had an adequate opportunity to consider the information available concerning the special educational needs of the educationally deprived children residing in the project areas, and the various programs available to meet those needs?
  Yes __________
- Has the parent committee had an opportunity to make recommendations concerning those needs which should be addressed through the Title I program and similar programs?
  Yes __________
- Has the parent committee had an opportunity to review evaluations of prior Title I programs and been informed of the performance criteria by which the proposed program is to be evaluated?
  Yes __________
- Does the Title I program in each project area include specific provisions for informing and consulting with parents concerning the services to be provided for their children under Title I and the ways in which such parents can assist their children in realizing the benefits those services are intended to provide?
  Yes __________
- Does the local school district have adequate procedures to ensure prompt response to complaints and suggestions from parents and the parent committee?
  Yes __________
- Have parents of children to be served had an opportunity to present their views concerning the application to the appropriate school personnel?
  Yes __________
- Has the parent committee had an opportunity to submit comments to the Texas Education Agency concerning the application at the time of its submission?
  Yes __________

The following public information is also included in the Consolidated Application for State and Federal Assistance (CASFA):

Item 1 - Attach a statement describing the procedures for disseminating information concerning the provisions of Title I, and the applicant's past and present Title I programs, including evaluations of such programs, to parents and to the general public.

Item 2 - The Federal Register, Volume 36, Number 199, Section 116.17 requires each local education agency to include in its application what provisions have been established for disseminating information concerning provisions of implementing Title I and for making Title I documentation available to parents and to the general public. Therefore, to comply with such requirements, please react to each statement below and indicate by a check mark if it has been achieved:

- Does the district have established policy and procedures for disseminating information concerning the provisions of Title I and the applicant's past and present Title I programs, including evaluation of such programs, to parents and to the general public?

  Yes __________

- Does the district have established policy and procedures for the reproduction, upon request, of Title I documentation free of charge or at reasonable cost (not to exceed the additional costs incurred which are not covered by Title I funds) or provisions whereby persons requesting such copies will be given adequate opportunity to arrange for the reproduction of such documents?
  Yes __________

If any of the statements listed above cannot be checked in the affirmative, it will be necessary that such be achieved and the Division of Program Funds Management be advised in writing before the application can be approved.

Some of the purposes of the Parent Advisory Committee (PAC) are:

- To assist the school in involving the total community.
- To assist in providing leadership to the total community.
- To assist the school in identifying the educational needs of children.
- To communicate information about the school to the migrant parents and total community
- To work actively for the increased participation of the parent in school activities, community action efforts, and self- and family-improvement programs.
- To plan and conduct programs and activities that meet the expressed interest and needs of the parents.
- To act as a sounding board for parents to voice their concerns on education.
- To act as a coordinating board to insure educational achievement for the child by finding and using community resources.
- To assist school personnel in the recruitment of four and five year old students.
- To know and evaluate what the children are being taught, how parents can reinforce the learning at home, the expected outcomes and observable results.
- To assist in evaluating the Parent-School-Community Involvement Program.

Suggestions for building a more effective Parent Advisory Committee:

- Hold Parent Advisory Committee meetings after members of the group have had time to get to know each other.
- After the children are registered for school, the school personnel should hold some "Getting to Know You" informal activities. Parent volunteers can be asked to assist.
- Learn about the Title I and Title I Migrant Programs. Learn about the parent's role on the Parent Advisory Committee (PAC). The school personnel should discuss these topics as part of the "Getting to Know You" activities.

- Determine the Parent Advisory Committee's (PAC) areas of responsibility in advance; this will reduce future problems.
- Clearly determine what the PAC will do and how the group will work together.
- Involve men! The PAC should not be a "Mother's Club." Hold meetings at times and places that are convenient for everyone.
- Provide training for PAC members and school personnel on:
  - Title I and Title I Migrant Guidelines
  - Role of PAC
  - Role of school personnel
  - Consolidated Application for State and Federal Assistance (CASFA)
  - The Team Approach -- Parents, School, and Community
  - Parliamentary Procedures
  - Reviewing and understanding the proposal (CASFA) and budget description.
- Do not require too much volunteer time; remember that parents have other responsibilities -- their homes, families and jobs.
- Help parents remove obstacles that might prevent their participation such as: babysitting, transportation, or inconvenient meeting time.
- Make certain that everyone feels comfortable, wanted, and needed.
  - Have a comfortable place to meet. Some meetings could be held in the homes of PAC members.
  - Involve all members. Don't let a few people dominate.
  - Keep the "climate" of the meeting warm.

Based on local situations, or resources make your own adjustments.

See page 105 for Parent Advisory Committee Form.

(MODEL PROGRAM)

EARLY CHILDHOOD CENTER
ANYTOWN, U.S.A.

PROGRAM ACTIVITY: Parent-School-Community Involvement and Parent Education

ACTIVITY: First Parent Advisory Committee Meeting

OBJECTIVES

1. Introduce the 12 parents from the six different classrooms.
2. Set up meeting time and methods of running the meetings.
3. Discuss the role of the committee.

PROCEDURES:

1. Contact:

   Phone
   Letter

2. Method:

   Arrange a meeting in the office with the Parent Advisory Committee.

3. Resources:

   Twelve Parents - Two per classroom

4. Time:

   Tuesday, November 17, 1974, after the Parent Education meeting.

5. Place:

   The school office.

SUMMARY: After the Parent Education meeting, the Parent Advisory Committee met in the school office with the Parental Involvement Director. The group discussed the role of the committee. The parents talked about having sewing classes, plus a nutritional program, first aid classes, and driver education classes. Also, they discussed the possibility of improving their neighborhoods; for example, a clean-up campaign.

ANALYSIS:

1. Objectives met:

   Yes, 10 out of 12 parents were present at the meeting and discussed their role as members of the committee.

2. Procedures adequate:

   No, the meeting was held in the office, but it could have been better if it was held in a more comfortable place like the meeting room.

3. Conclusions:

   The parents felt a sense of pride and responsibility to belong to such a committee.

FOLLOW-UP:

1. Participant's comments:

   One parent, Mrs. Infante, expressed a comment about the importance of the committee; she felt that this was another way the parents had more voice in the school.

2. Observed change:

   No, because it was the first Parent Advisory Committee meeting.

3. Next activity:

   Parent Education Meeting on November 24, 1974.

Second Meeting

EARLY CHILDHOOD CENTER
ANYTOWN, U.S.A.

Advisory Committee Meeting:

12:00 noon

Meeting was called to order by the President, Mr. T. D. Ramos. After the introduction of members and programmed guests, the minutes of the previous meeting were read and adopted.

Members present: Ramos, Mendoza, Ruiz, Stone, Reyes and Martinez.

Staff: Hernandez, Harris, Ramirez, and Torres.

Community resource persons: Mrs. Florence, State Welfare social worker. Mrs. Hooper and Mrs. Castigiloni, U.T.M.B. Nurtition team.

Reports:

A Parental Involvement Progress Report was submitted by C. Harris; the report was received with compliments.

Mrs. Ruiz, Parent Committee Chairman, reported on parent activities and pupil welfare. She encouraged more parental participation in the Center's activities; she also reported that some parents had served lunch to the pupils. This report was received for action; the president appointed Mrs. Ruiz, Mrs. Hooper, and Mrs. Castigiloni as the Nutrition team to investigate further and to work with the Director and staff to solve this problem and report to the Committee at the next meeting.

Mrs. Hernandez reported on some guidelines for the New Child-Care Program; she stated that 130 two, three, and four-year-old pupils will be phased into the center in a few weeks. The center will be open all day and the staff will be increased as needed.

It was suggested that four or five more parents be elected to the Advisory Committee. They would be Day Care Parents.

Meeting adjourned.

T. D. Ramos, President

Sara Mendoza, Secretary

HOME VISITS

Teachers can best understand children's behavior if they see the conditions and environment in which the children live. Meeting the parents, gaining their trust, and showing interest in their children will do much to influence behavior and learning at school.

Preschool teachers should visit the homes of their students before the first day of school, if possible. These initial visits will benefit the teacher, the child, and the parents. After the visit, the child will be less anxious about the first day of school. In addition, the parents will realize that the teachers are genuinely concerned about the child's adjustment in school. The Visiting Teacher, Community Aide, and Classroom Teacher should become familiar with home conditions that may influence the child's learning and behavior, and the teachers can shape classroom procedures to meet the students specific needs. The following steps are suggested preparations for all home visits:

- Prepare a list including the names, addresses, and phone numbers of the parents and children. You may wish to compile an index file for this information. During the year you may update the file with parent involvement reports, parent education reports, and any other information which would be helpful to you and the parents.
- If any member of the family has previously attended school, you may want to check school records. These records may provide information about the home you will be visiting. Remember, however, not to base your opinions about a family on someone else's feelings. Your attitude toward a family is the basis for communicating with them. Keep an open mind!
- Notify the parents that you would like to visit their home. You may telephone or send a note through the mail or with the child. If the parents bring their child to school, you may speak to them personally to arrange a home visit. Be sure to tell the parents why you are planning the visit. Too often parents associate with the school in negative situations--their child is not doing well, he disturbs the class, etc. Emphasize that you are interested in the child and his family and would like to know them better.

  Ask the parents what time is convenient for them, but be sure to consider your own schedule. You might suggest a few available dates and let the parents decide; for example, "Mrs. Cantú, I will be making home visits Wednesday and Thursday afternoons. When could I visit with you?"

  If you send a note to the parents, it should be written in Spanish and English and should include the time and date of your visit. Ask them to notify you if the time is inconvenient. Also indicate that if the parents are unable to notify you of their absence and you do not find them at home, you will visit at another time.

If it is impossible to notify a family before your visit, stop by at a time which will be most convenient for them. Usually, mid-morning and early afternoon are best for visiting. Use your common sense!

Sometimes parents will be too busy or otherwise unable to talk with you, even if you have an appointment with them. It is difficult and uncomfortable to visit in such a situation, so set an appointment for another day and quietly excuse yourself. The parents will appreciate your consideration.

The importance of home visits, particularly the first one, cannot be overemphasized. Consider the following suggestions:

- Be as informal as possible, but avoid being too casual in dress or speech.
- Avoid filling out forms during the visit. If a form is required, tell the parents why the information is necessary.
- Visit with the child. Contacts between home and school are especially important to him. At the same time, ask to meet other members of the family. Remember, all members of the family influence each other.
- Be complimentary. Praise the children, family pictures, pets, garden, etc.
- Comment on any educational materials, such as books, magazines, radios, and televisions, which are in the home. You might suggest radio or television educational programs. If such materials are not present, however, do not criticize the parents.
- Invite the parents to visit the school. If an orientation meeting has been scheduled, give them a written notice stating the time, date, and place. Encourage the family to attend the meeting. Emphasize the importance of their participation in school functions.

Home visits should be conducted throughout the school year. The needs of each child and his family will determine how often you visit their home.

Some parents are immediately smiling and accepting. Others may not be so congenial. Often you may find yourself talking over a fence or through a screen door. Be patient; remember you are a stranger who wants to become a friend!

See page 103 for Home Visit Report Form.

ORIENTATION MEETING

Every program should conduct an orientation at school for parents. At the orientation session parents meet the entire school staff and become familiar with the location and facilities of the school. At the same time, the staff presents the rationale for various programs like the Migrant Enrichment Program, the Four-Year-Old Program, the Tutorial Program, the Bilingual Program, etc. The role of the parents and of the Parent Advisory Committee may also be explained at this meeting.

Make a special effort to have as many parents as possible attend the meeting. An evening session usually produces the best results. Send notices of the meeting home with the children and reinforce them with telephone calls or personal contacts. Often children lose notices or forget to give them to their parents. If the parent population is Spanish speaking, write all notes in both Spanish and English.

The entire administrative and teaching staff of the program should attend the orientation meeting. Two or three teachers or assistants may be responsible for greeting the parents and maintaining a guest list. Parents and school personnel will be asked to sign. You may refer to this list when recording the meeting on the monthly attendance sheet.

The meeting begins in a general assembly. If the parents are Spanish speakers, conduct the orientation in both English and/or Spanish. The Visiting Teacher and/or Community Aide should welcome the parents and introduce the staff. Next, the rationale of a particular program should be outlined and explained. Often parents are uncertain about different aspects of the program, including its value for their children. Be sure to include a question and answer session in the general assembly. You may want to include refreshments, or entertainment such as slides, films, or music, in the program.

The school administrator, Visiting Teacher, and Community Aide may also wish to establish the Parent Advisory Committee (PAC) at the orientation meeting. Consider the length of the meeting when you make this decision. If you decide to establish this committee at a different time, you will have to plan another general meeting for all the parents. To be most effective, the orientation session must meet the needs of the parents. Feel free to adopt any of these suggestions to your own particular situation.

See page 106 for Origentation Program Report Form.

(SAMPLE: Letter of Invitation to Orientation Meeting)

EARLY CHILDHOOD CENTER
ANYTOWN, U.S.A.

Estimados Padres:

Están cordialmente invitados a una junta el martes 27 de Octubre de 1974 a las 7:30 de la noche en la escuela Early Childhood. La junta será en el salon parroquial, al lado de las casa del padre.

Esta es la primera junta del ano y su presencia será muy importante. Queremos explicarles el curso de estudio de sus niños y deseamos que conozcan las profesoras de sus hijos.

Dear Parents:

You are cordially invited to a meeting Tuesday, October 27, 1974, at 7:30 p.m. at Early Childhood Center. The meeting will be held at the Parish Hall, next to the priest's home.

This is the first meeting of the year and your presence will be greatly appreciated. We would like for you to know what your children will be studying and for you to meet the teachers.

Sincerely

Miguel Ruiz
Parental Involvement Director

(MODEL PROGRAM)

ANYTOWN INDEPENDENT SCHOOL DISTRICT
ANYTOWN, U.S.A.

PROGRAM ACTIVITY: Parent-School-Community Involvement and Parent Education

ACTIVITY: First Orientation Meeting

OBJECTIVES:

1. Welcome the parents.
2. Introduce the faculty.
3. Explain the operation of a migrant school through a film - "Education for Migrant Children."
4. Inform the parents on Rubella (German Measles).

PROCEDURES:

1. Contact:
    a. Verbally - during recruitment four-year-olds and while visiting homes.
    b. Telephone
    c. Letters of invitation
    d. Home visit
2. Method:

    Met with curriculum director, teachers, and teacher assistants to discuss the meeting.
3. Resources:
    a. Texas Education Agency for film, "Education for Migrant Children" in Spanish.
    b. Mr. Ed Gomez, narrator of the above films.
    c. Mr. Nat Ybarra, teacher, for entertainment.
    d. Mrs. Connie Lyles, nurse, to inform parents on German Measles.
4. Time:

    Tuesday, October 27, 1974, at 7:30 p.m.
5. Place:

    Parish Hall at the Early Childhood Center.

SUMMARY: The schedule of the meeting was as follows:

a. Registration of parents, teachers, and guests by the Newman Club from Pan American College.
b. Welcome of parents by Eliseo Torres, Parental Involvement Director.

c. Introduction of T.E.A.'s film "Education for Migrant Children" by the narrator of the film, Mr. Ed Gomez, television and radio celebrity; also County Judge from Hidalgo County.

d. Introduction of the faculty and guests by Eliseo Torres.

e. Information on German Measles by Mrs. Connie Lyles, Nurse. The parents were told about the disease; they were informed about the date, place and time the vaccine would be administered.

f. Refreshments and entertainment by Mr. Nat Ybarra who played the guitar and sang for the parents.

ANALYSIS:

1. Objectives met:

   Yes, the parents were enthusiastic and active participants at the meeting.

2. Procedures Adequate:

   Yes, however, the meeting place, the Parish Hall, was not properly ventilated.

3. Conclusion:

   About 95 percent of the parents were present which proves that the meeting was successful. Having had a parental involvement program at Early Childhood Center in the past, the parents have been actively involved in previous years, thus making it easier for them to adjust to school activities.

FOLLOW-UP:

1. Participant's Comments:

   Parents commented on the need for such a program as parent education; they expressed the fact that many times they felt the desire to help their children but did not know how to do it. The parents believed that parent education would help them teach their children.

2. Observed change:

   No, because it was our first meeting; it is too soon to observe any changes.

3. Next Activity:

   Tuesday, November 17, 1974, a parent education activity.

CLASSROOM OBSERVATION

At school program activities parents will be invited to come to the school to observe the teachers instruct their children. It is important that the parents be oriented at this school activity or in a home program activity on observation regulations. The time of visit and the number of parents is important. Parents must be cautioned on smoking, speaking and other behavior that may disrupt the class procedure.

In some schools parents may visit with the principal, the teacher, and counselor, and many times are taken to eat in the cafeteria.

The Visiting Teacher and Community Aides can help the principal and teachers arrange the visits and schedule them throughout the year; too much participation at one time is not recommended.

Parents should be given a simple orientation on the classroom procedure for the day and should be permitted to ask questions after the class sessions. A list of classroom visitor's guidelines should be compiled and distributed to the parents. If the parent population is Spanish-speaking, the guidelines should be translated. The following is a sample of the list:

- If you enter the classroom while the teacher is presenting a lesson, please take a chair. As soon as she has finished the lesson, she will welcome you.

- Please try to keep from talking to the students, teachers, or other visiting parents while lessons are being presented. We want to help the teacher and pupils follow their lesson plans for the day by trying not to disturb them.
- Keep your purse with you or leave it in a place out of young children's reach. They may want to play with it and this may disturb others in the classroom.
- We ask that you do not smoke in the classroom. Smoking may make the room stuffy and uncomfortable.
- If you have any questions you wish to ask the teacher, please wait until she is not busy. If you wait until young children are sleeping, eating, or playing outside, the teacher will be able to talk to you and answer your questions.
- Come again soon.

You should also contribute observation questions which will be distributed with the guidelines at the orientation. These questions will help parents know what to look for in the classroom. Consider the parents' personalities and educational backgrounds as you compile this list. If necessary, the questions should be translated. At the orientation meeting parents may want to add questions of their own to the list. The following is a sample list:

- Does your child get along well with other children?
- Does he share toys and materials with other children?
- Does he play with one toy more than others? For how long?
- Which children does he play with?
- Does he listen to the teacher? Does he do what the teacher asks him to do?
- Does he do things for himself? Does he solve his own problems? Does he ask the teacher for help every time he is troubled?

There are several ways to conduct orientations for observation. The Visiting Teacher, Community Aides, and the teachers may plan a general meeting for all the parents. After discussing observation guidelines and questions, parents are scheduled for observation dates and times. Each teacher may conduct the scheduling for the parents of her pupils. Several parents may observe at the same time; however, it may prove distracting to have more than three or four parents at a single session. Parents who do not attend the general meeting should be contacted by the individual teachers and scheduled to observe a class.

Instead of a general meeting, each teacher may hold a short briefing with individual parents or small groups before they observe on a particular day. This session may be held before the lessons begin or during the playground or recess period. If you use this method, explain the purpose of the briefing to the parents when you arrange an observation time for them. During the session distribute and discuss the observation guidelines and questions.

During the observations, you must consider the needs and comforts of each parent. Some parents may need reassurance, whereas others will be more at ease and require less attention. Be sure to provide chairs for all the parents.

Classroom observations should be conducted during the second month of school and should continue for a period of two weeks, though you may need to revise your schedule several times before parents visit the classroom. Remember, observing may be a new and threatening experience to many parents. Be patient, but persistent.

(MODEL PROGRAM)

ANYTOWN INDEPENDENT SCHOOL DISTRICT
ANYTOWN, U.S.A.

PROGRAM ACTIVITY: Parent-School-Community Involvement and Parent Education

ACTIVITY: Classroom Observation.

OBJECTIVES:

1. So the parents will be aware of the school curriculum.
2. An opportunity for the faculty to meet the parents and vice versa.

PROCEDURES:

1. Contact:
   a. verbally
   b. home visits
   c. telephone
   d. letters of invitation
2. Methods:

   Most of the parents from the six classrooms were invited to visit the classrooms either Monday, October 26, or the following day, Tuesday. The teachers were asked to invite as many parents as they could.

3. Resources:

Parental Involvement Secretary
Teachers
Assistant Teachers
Nurse

4. Time: Two days: Monday, October 26, 1974, and Tuesday, October 27.

SUMMARY:

Two days of classroom observation were planned, October 26 and 27. The parents were registered in the office and then escorted to their respective classrooms. They observed the classrooms from 9:00 a.m. till 11:00 a.m. During the time each class had their play period the parents were invited to the meeting room for refreshments; here, they discussed what they had observed. The parents were invited to have lunch with their children; about half of them stayed.

ANALYSIS:

1. Objectives met:

   Yes, about 20 parents visited the classroom Monday, October 26, and about ten parents were present Tuesday 27. This number was greater than what we expected.

2. Procedure Adequate:

   Yes.

3. Conclusion: The number of parents that attended the classroom observation proved that it was successful.

FOLLOW-UP:

1. Participant's comments:

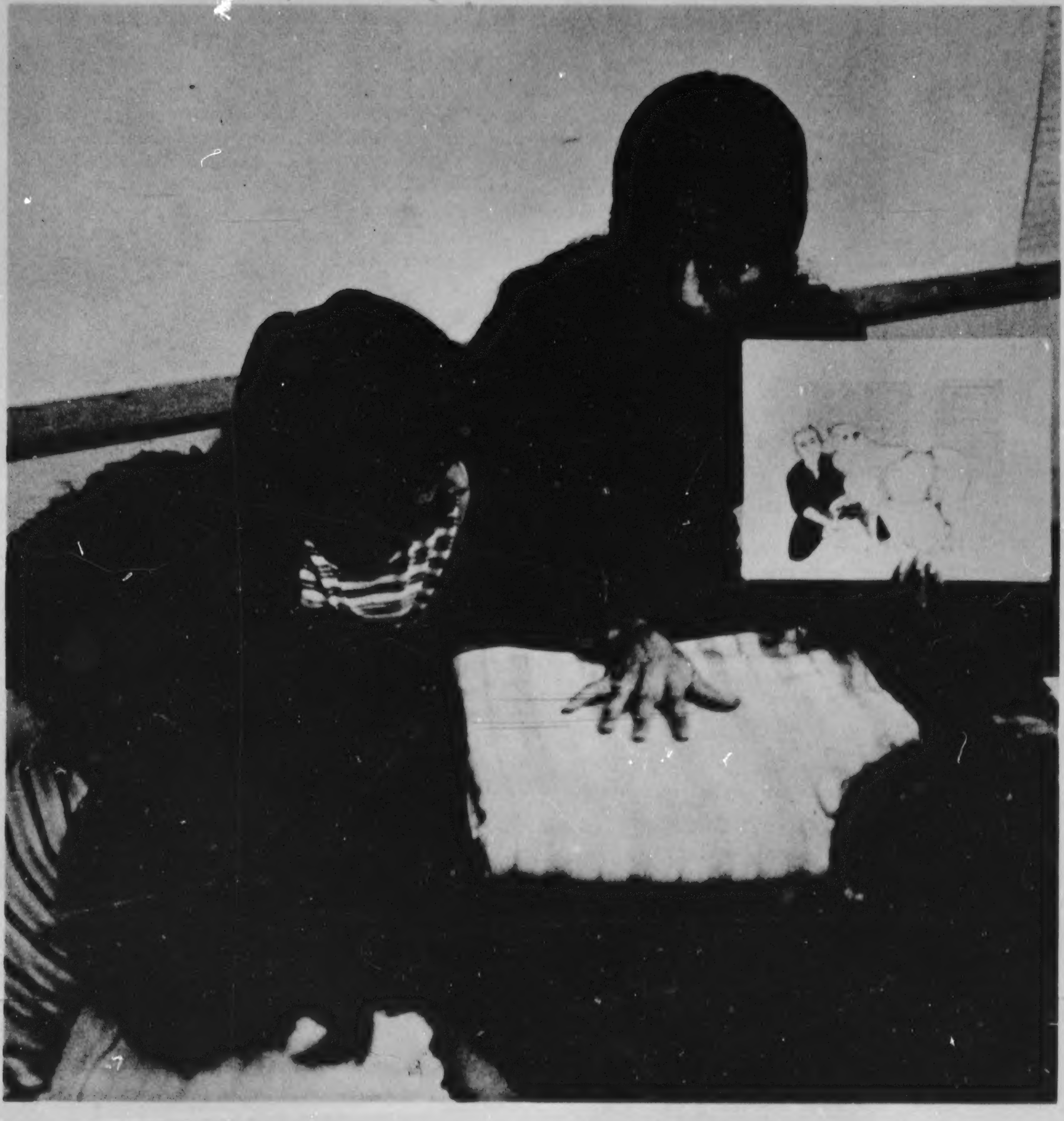
   Parents commented on the way teachers worked with the children in the classroom; they were pleased with the teacher's teaching techniques.

2. Observed Changes:

   No, it is too soon.

3. Next Activity: Two activities are planned for this month. A Parent Education Meeting on November 17 and a general meeting November 24.

CLASSROOM PARENT PARTICIPATION



CLASSROOM PARENT PARTICIPATION

The use of parents as volunteer aides is based on the assumption that teachers and parents must work together if children are to be adequately educated. A parent volunteer program is also advantageous because it helps to build the parent's self-image. Parents can be invaluable in the classroom because of their empathy with and concern for their children's future.

Using parents as teacher aides can:

- Reduce parents' feelings of alienation from the school and community.
- Open channels of communication between the home and the school.
- Decrease any differences between views held by parents and teachers on ways to reward, to punish, to teach, and to develop children's intellectual and social abilities.
- Raise parents' educational aspirations.
- Encourage parents who serve as teacher aides to share with other parents the viewpoints, insights, and knowledge they have gained in preservice training.
- Promote neighborhood goodwill for the school.
- Help parents understand the subject matter being taught at school.

Volunteer aides can work in and out of the classroom. Most migrant teachers have regular aides in the classroom, but sometimes, due to budgetary reasons, the aide is divided between two or more teachers. In such cases a volunteer aide can help in the following ways:

- Run errands.
- Carry out simple assignments with small groups.
- Take students to their homes, to the nurse, etc.
- Operate audio-visual equipment.
- Make instructional materials as directed by the teacher.
- Read stories to the children.
- Make telephone calls to the homes.
- Make daily assignments.
- Interpret when necessary.
- Assist the regular aide.
- Maintain order if the teacher has to leave the classroom.
- Make home visits with the teachers.
- Record data.

More duties will develop as the parent gains self-confidence and realizes the services are needed and appreciated by the regular staff.

Outside the classroom, migrant parents can be especially helpful in supervision of playground activities. They can be assigned safety patrol work, bus duty at school or on the bus, cafeteria duty and hall duty. Parents also can prepare costumes or props for school activities and plan and participate in field trips.

Both preservice and inservice training should be provided for parents who will serve as volunteer aides. Training should be simple and non-theoretical. It is not necessary for aides to understand the hypothetical constructs and theoretical justifications for their tasks. Explanations should be adequate but simple and should emphasize what is to be done rather than why it is to be done.

All parents of children enrolled in Early Childhood classes should be invited to participate in classroom activities. Participation initiates or reinforces the parents' conceptions of themselves as teachers and this provides another step toward implementing learning activities in the home. It is helpful to the parents if they participate in the classroom activities. The classroom teacher should provide encouragement, advice, and supervision while the parent presents a learning activity.

Suggestions: After a parent has observed in the classroom, she is ready to help present learning activities. Classroom participation, however, requires orientation. Since the teacher and the parent are well acquainted by this time, a few minutes with each parent may be all that is necessary. If the teacher feels more extensive orientation is required, she may plan a general meeting for the parents.

The teacher should begin the orientation by asking the parents how they could best contribute to the classroom. Most parents will want to serve lunch, supervise outdoor play, help put the children to sleep, etc. The parents can help with these activities, but they should be encouraged to participate in other ways. If a parent likes to read, she should read a story to a small group of children while the teacher and the aide present lessons. The teacher might suggest that the parent describe and ask questions about the pictures in the book as she reads. Parents can also supervise independent work, such as puzzle or pegboard activities. Later in the year parents may present more skilled activities, such as simple motor or visual lessons. Before a presentation, a discussion of lessons with the parent at his home or in school is recommended. The teacher may want to role play the activity with the parent so that she will feel more confident.

The parents could participate in classroom activities throughout the school year. Scheduling no more than one parent per day will probably be most successful. Some parents will be able to present a lesson the first time they participate; others will need more classroom practice and observation. Each parent's personality and level of education should be considered.

A certificate of appreciation may be given to the parents who have helped in the classroom. See page 120 for Certificate of Appreciation form and page 121 for Volunteers in Education Certificate of Appreciation form.

FIELD TRIPS

Although field trips are only one way to use parents as volunteer aides, they are of enough merit to be considered alone. Most trips will be as enjoyable to the parents as they are to the children.

Detailed planning should go into a good field trip exercise. The age of the child will have much to do with the selection of a site. Arrangements must be made for transportation and food. In some cases, buses may have to be obtained and eating facilities checked. Cafeterias should be notified well in advance if they are to pack lunches. Directions should be carefully explained if more than one vehicle will be involved.

Visiting Teacher should check to see if a Field Trip Guide is available for his area. If not, he may get a project started to publish one.

Suggested sites for field trips include:

- Zoos
- Museums
- Parks
- Wild life reserves
- Farms
- Dairies
- Ranches
- Stores
- Factories and processing plants
- Bakeries
- Beaches
- A train
- A plane
- A fire engine
- A ship
- Dams
- Markets

The list will vary with the age of the children and with the locality. In some cases, the children may be taken to the same locale again and again.

See page 100 for Field Trip Preparation Report form.

(MODEL PROGRAM)

ANYTOWN INDEPENDENT SCHOOL DISTRICT
ANYTOWN, U.S.A.

PROGRAM ACTIVITY: Parent-School-Community Involvement and Parent Education

ACTIVITY:

1. Field Trip to Fire Station (Five-year-olds) (November 12, 1974)
2. Field Trip to Snyder's Farm (Four-year-olds)

OBJECTIVES:

1. Parents' assistance in the discipline of the children.
2. A learning activity by the parents about the fire station and habits of farm animals.
3. An increased interaction between parents and teachers.

PROCEDURES:

1. Contact:

   Home visits

   Telephone
2. Method:

   The teachers and curriculum writers arranged the trip.
3. Resources:

   Mr. Snyder at Snyder's farm

   Mrs. Saenz at the fire station
4. Time:

   10:00 a.m. for the fire station

   9:30 a.m. for the Snyder's farm
5. Place:

   Fire station in Anytown, U.S.A.

   Snyder's farm in Anytown, U.S.A.

SUMMARY: Six parents were contacted to assist the teachers of the five-year-old students on a field trip to the fire station on November 12. The teachers were reviewing a class lesson on the fireman and decided that a trip to the fire station would be appropriate. Most of the parents were invited by telephone and others were invited personally. All the parents that were contacted attended the field trip. On November 13, six parents were contacted to assist on a field trip to Snyder's farm. Four parents were able to attend.

ANALYSIS:

1. Objectives met:

   Yes, most of the parents contacted attended the field trip.

2. Procedures adequate:

   Yes, however; parents arrived at the center about 30 minutes early and they were served coffee and cookies while they waited.

3. Conclusions:

   On the field trip, the parents were helpful taking care of the students.

FOLLOW-UP:

1. Participant's comments:

   Parents commented on the various animals especially the different variety of hens.

2. Observed change:

   Not applicable because it was the first field trip.

3. Next activity:

   Parent Education Meeting and Parent Advisory Meeting. Tuesday, November 17, 1974, at 7:30 p.m.

SCHOOL PROGRAM ACTIVITIES

A Parent-School-Community Involvement Program (PSCI) includes person-to-person conferences between parent and teacher, classroom conferences, and activities involving both small and large groups of parents and the school. Any activity at a school where the PSCI is involved is a school program activity.

There are two types of school program activites:

- The general school program activity involves parents, community leaders and representatives, and the PSCI school personnel from all schools participating in migrant programs. Some examples are: an orientation session to explain the PSCI Program to parents and community leaders; a session to organize the Parent Advisory Committee; a demonstration of a Bilingual Program to parents and the community.
- The individual school program activity is held for the migrant parents and the community by the PSCI staff and the PSCI school personnel of that particular school.

The school program activity is held when there is more than one school with a migrant program. If the community is not too large, migrant parents attend all activities. Parents may have children in different schools so administrators and the Visiting Teacher should avoid having activities occur on the same night.

Activities can be as varied as the innovative imaginations of the PSCI staff and the PSCI school personnel. The main idea is to attract the migrant parents and the community to the schools.

See page 101 for Program Activities Report and page 115 for Attendance Roster.

HOME PROGRAM ACTIVITIES

A home program activity is held in a home in a "barrio"* with a few migrants from the neighborhood attending.

There are three reasons for this type of activity:

- To gather a small, workable group of migrant parents.

---

*neighborhood

- To handle problems relating to the neighborhood or area.
- To teach migrant parents how to become leaders in their neighborhoods and how to participate in community activities.

In planning programs in different areas of the community, the Visiting Teacher and/or Community Aides should let the migrant parents take part in the planning. The PSCI staff should play the role of observer in guiding the parents and encouraging them to learn leadership techniques.

If planned wisely, many PSCI Program activities can be carried out by different small groups of parents in the "barrios." Examples are cooking demonstrations, lectures on health, safety programs, special educational programs, safety and first aid, community resource lectures, and teacher-parent small group meetings.

See page 101 for Program Activities form and page 109 for Monthly Attendance Report form.

SPECIAL PROGRAM ACTIVITIES

Many activities involving only a few parents can be planned to complement a larger, general, or major project which will involve not only the school and the migrant parents, but also community organizations and community leaders who are not migrant parents.

It may be possible to implement only two or three such major projects in one year, since the success of these large projects depends on the support and cooperation of the school, the migrant parents, a well-run Parent Advisory Committee, community organizations, resource agencies, and community leaders in planning, designing, and implementing the project.

Some examples of major projects and possible ways to implement them are listed below:

Creating a Neighborhood Study Hall: Creating a neighborhood place for children to study would call for much discussion among parents and their school-age children. The materials and space necessary would have to be acquired. If the study hall were to double as a neighborhood or youth center, there would have to be a study of needs and descriptions of projected activities. The activity would need to be coordinated by school authorities and individuals or agencies whose main concern is the extracurricular life of students. To stimulate interest in the project, parents might receive training in learning techniques.

Annual School Fair: Parent participation could find maximum expression in a gala-community-wide fair. In preparation for this event, migrant parents might conduct small training sessions to help other parents prepare arts and crafts to be demonstrated at the Fair. Civic organizations and voluntary groups could conduct seminars of special interest geared to stimulating parent participation in community affairs.

Other projects or activities which would be appropriate for the Parent-School-Community Involvement Program are suggested. Some of these are major projects and would require much work to be successful. Others might be day-to-day activities and serve as ends in themselves. The list which could be expanded by the local school staff as their Parent-School-Community Involvement Program unfolds includes:

- Parent-Child Field Trips
- Arts and crafts Sessions or Instruction
- Consumer Education Classes
- Sessions on Mexican and Mexican-American Culture
- Adult Education Classes
- Cooking Classes
- Classroom Observation by Parents
- Community Resource Directory
- Neighborhood Beautification
- Home Improvement Program
- Toy Collection or Toy Making
- Establishment of a Referral Office
- Job Counseling
- Youth Works
- Seminars on Social Security Benefits
- Folklore Collections
- Credit Union Work
- Childhood Development Classes
- Establishment of a Thrift Store

THE NEWSLETTER

Persons in administrative positions know the power of printed media. Radio and television have become equally important but are a more expensive means of communicating with the people.

A program newspaper can be a worthwhile project, embracing many personnel and lending itself as a project for everyone in the program. English classes can edit, the social services and other departments can contribute, vocational classes can print it, and distributive education classes can procure ads.

If the purpose is to enlighten the migrants, the periodical should be bilingual. The contents would then be understood by all migrants. The translation of the articles in English and Spanish would be a worthwhile project for the Spanish classes.

The PSCI staff and PSCI school personnel must see that the main purpose of the paper is not eventually forgotten, but that it is a true outlet of school news and PSCI program activities reaching the migrant parent.

Administrators should have an opportunity to proofread all articles going to the parents. They should make accessible to migrant parents all information that would benefit them concerning the school and the community.

One public school district has an excellent paper which has been a great help to the administrators and the school in getting information to parents concerning program opportunities for them and their children. (See following pages).

¿Como se va a Llamar?

VOL. I, No. 2 EDCOUCH-ELSA, TEXAS October 23, 197

Purpose of the Newspaper

The Texas Education Agency has given the Edcouch-Elsa School District funds to commercially publish this newspaper. The primary purpose of the newspaper is to inform the low income residents and all migrant families living in the Edcouch-Elsa School District of the many programs that exist in the school district, city, county, state, and national levels which are designed to help them. No local means of communication such as a weekly newspaper or local radio station exist to communicate this information. Every article in this publication will be written in English and Spanish; thereby, attempting to reach a larger reading audience.

It is hoped that you, the general public, will let us know what you might want included in the newspaper. Every week there will be room reserved on the last page for comments from you. If you have any comments, please return that part of the newspaper with your child to his teacher.

This week we are again asking that you suggest a name for this newspaper. The name may be in English or Spanish. The name most recommended will be used for this newspaper.

For contributions or suggestions, call Martin Pena at 262-1582.

Adult Basic Education

The Edcouch-Elsa Adult Education Program will begin enrollment Monday and Tuesday, the 19th and 20th of October.

Time of registration is at 7:00 p.m. till 10:00 p.m. at the Edcouch-Elsa High School. Any one who is 17 years of age or older may enroll.

G.E.D. Classes will be held. For more **Information** call Mr. Juan P. Gorostiza 262-1371.

ENERGY POTENTIAL — VAST

Nuclear energy will revolutionize the world's energy pattern.

The potential of the atom as an energy source is extraordinary. One pound of uranium 235, the type used in most reactors, produces the potential energy of 1,500 tons of coal and is the size of a golf ball.

Proposito de Este Periodico

La Agencia de Educación del Estado ha obsequiado fondos al Distrito Escolar de Edcouch-Elsa para publicar este periódico. Es para informar a todas las familias de necesidad y todas las familias migrantes que viven en este distrito escolar de los muchos programas que existen o tenemos en el distrito escolar, ciudad, condado, estado, y país que estan designados para su ayuda. No tenemos ninguna clase de periódico o estación de radio para que le comuniquen esta información que tenemos para el público. Para que la mayoría de nuestra gente lea y comprende lo que se va a escribir en este periodico, todos los artículos serán escritos en inglés y español.

Esperamos que usted, como miembro de este pueblo, nos de a saber lo que quiera incluir en este periódico. Cada semana dejaremos lugar o espacio en la última oja para que usted escriba sus comentarios. Favor de regresar esta parte de sus comentarios con el niño o niña para que él o ella se lo entregue a su maestra.

Esta semana estamos pidiendo otra vez títulos para esta publicación. Si usted tiene algún título que sugerir, favor de mandarlo a la maestra. Este título puede ser en ingles o espanol. El título mas favorito es el que será usado.

Pueden llamar al Sr. Martin Peña al telefono 262-1582 para dar contribuciones o algo que usted quiera sugerir.

Educacion para Adultos

El programa de educación para adultos empezará metriculando estudiantes el lunes, diez y nueve de octubre, y el mártes, viente de octubre a las siete hasta las diez de la noche en el High School. Cualquier persona de diez y siete años para arriba puede metricolarse.

Clase de G.E.D. también empezarán. Si desean mas información, favor de comunicarse con el señor Juan P. Gorostiza en el número 262-1371.

Mr. Alvarado demonstrating a geiger counter to teachers and aides at migrant conference.

Migrant Conference

The migrant conference held at the Edcouch Catholic Parish Hall on October 8th and 9th, 1970 was sponsored by the Region I Migrant Division. The teachers and aides participating in the workshop were from Lyford, Mercedes, Donna, and Edcouch-Elsa.

The workshop provided inservice training for migrant teachers and aides from these districts, utilizing Migrant Division Curriculum Consultants. In addtion, Donna contributed Leora Garrett, Suzanne Bodine, and Maggie Castañada. Lyford provided Mr. Correa and Mr. Acebo. The Mission Teacher Corps provided Amelia Billingsly and Glynn Ligon. The McAllen Teacher Corps contributed Alvessa Pérez and Eliseo Torres. Edinburg provided Olivia López and Manuela Longoria. Edcouch-Elsa provided Martin Peña and Edward González. The Edcouch-Elsa Teacher Corps contributed Diane Barkelew and Nat Ybarra.

Mr. Robert Reeves, Director of Region I Migrant Division, stated that the conference "met the specific needs of the participants in their own school districts."

Conferencia Migratoria

La conferencia migratoria que occurrió en el salón parroquial ue la iglesia católica de Edcouch el 8 y 9 de octubre 1970 fue presentada por Region I Migrant Division. Los maestros y ayudantes que participaron en la conferencia eran de los distritos escolares de Lyford, Mercedes, Weslaco, Donna, y Edcouch-Elsa.

La conferencia ofreció entrenamiento inservicio para maestros migratorios y ayudantes de estos distritos, utilizando la gente que trabaja en la división migratoria. Y además, Donna contribuyó a Leora Garrett, Suzanne Bodine, y Maggie Castañeda. Lyford contribuyó al Sr. Correa y el Sr. Acebo. El Teacher Corps de Mission contribuyó a Amelia Billingsly y Glynn Ligon. El Teacher Corps de McAllen contribuyó a Alvessa Pérez y Eliseo Torres. Edinburg contribuyo los servicios de Olivia Lopez y Manuela Longoria. Edcouch-Elsa contribuyó a Martin Peña y Edward González. El Teacher Corps de Edcouch-Elsa contribuyó a Diana Barkelew y Nat Ybarra.

Sr. Roberto Reeves, Director del Region I Migrant Division, dijo que "los participantes han aprendido lo que necesitan saber para trabajar en sus escuelas."

Social Services Department

A new social services department has been set up for this school year. This new department will not be administering any new programs or services, but merely bringing all of the social services provided by the school under one department. Free lunches, clothing, and medical help will be administered through this office. Previously a parent wanting these services had to go to each of the campuses involved to obtain these services. Now they need go to only one place. The setting up of this office will lead to a more uniform system of administering these programs since only two people will be in charge with one person making all decisions. Eligibility for these services will be determined by the following factors: 1) Annual income last year, 2) Present weekly income, 3) Number of children in family, and 4) Number of children in school. Mr. René Garza has been hired to head this department and will be assisted by Mrs. Viola Garza. Their office is located in the Superintendent's office which is located five blocks East of the post office on second street. Their phone number is 262-1582 and office hours are 8:00 a.m. til 4:00 p.m. Another major objective of this program will be to have monthly meetings with parents bringing such programs as Social Security, Medicare, Health, State Welfare, O.E.O., and Adult Educational Programs.

Money to finance the programs administered by this office will be obtained from federal funds the school receives under Title I and Title I Migrant. The school spends money on such programs because it believes that a hungry child, a child without adequate clothing or a sick child will not learn to his maximum ability. It is the responsibility of the school to eliminate as many of the barriers to learning as possible so that the child will be able to perform at his level.

Departamento de Servicios Sociales

Un departamento nuevo de servicios sociales se ha establecido para este año escolar. Este nuevo departamento no administrará nuevos programas o servicios sino trairá todos los servicios sociales proposionadies por la escuela bajo un departamento. Comida grátis, ropa, y ayuda medical será administrada por este departamento. Anteriormente un padre deseando estos servicios tenía que ir a cada escuela para solicitar estos servicios. Ahora solamente va a un lugar. El establecimento de esta oficina inisiará a un sistema más adequado para administrar estos rogramas, debido que solo 2 personas estarán encargodas y solo una persona hará todas las decisiones. Para estar elegible para estos servicios se tiene que conformar a los siguente: 1) sueldo annual del año pasado. 2) sueldo semanál 3) número de niños en la familia, y 4) número de ninos en la escuela. El Sr. René Garza ha sido empleado para dirigir este programa y será ayudado por la Sra. Viola Garza. Este oficina esta localizada en la oficina del Superintendiente que esta 5 bloques al este de la oficina de correos en la segunda calle. El número de teléfono es 262-1582 y las horas de oficina son 8:00 A.M. a las 4:00 P.M. Otro objeto mayor de este programa será tener juntas con padres traiendo tales programas como Seguro Social, Medicare, Salubrida, Welfare del Estado, O.E.O. y programas de educación para adultos.

Dinero para financiar estos programas administrados por esta oficina serán solicitados por fondos federales cuales las escuelas reciben bajo de Title I y Title I Migratorio. La escuela envirte dinero en estos programas porque cree que un niño que tenga hambre, que no tenga ropa adequada, o un niño infermo no aprenderá a su abilidad máxima. Es la responsabilidad de la escuela de darle los niños de mejor oportunidad de aprender.

Edcouch-Elsa City Officials Awarded

An official State Health Department citation for work proficiency has been awarded to José A. Gómez, Edcouch City Secretary, and to Federico G. Garza, Elsa City Secretary.

Signed by the Health Commissioner and Authorities of the Texas Water Utilities Association, the certificate of competency is awarded only to those utility plant operators who have successfully demonstrated their skill and knowledge in modern principles of plant management.

Oficiales del Pueblo Reconocidos

Un oficial del departamento de sanidad del estado ha reconocido al señor José A. Gómez, secretario del pueblo de Edcouch, y Federico G. Garza, secretario del pueblo de Elsa, por el trabajo que han hecho. Firmado por el comisionado del estado, el certificado es dado solamente a los que han demonstrado buen servicio y devoción a los elementos que favorecen servicio excelente a la gente.

School Year, 1970

The regular school year was lengthened from nine to ten months this year by order of the State Legislature. This means that students will be attending school 5 more days this year than last year and teachers will have 10 days of training, making a total 190 school days.

The Migrant Program has also been extended from 6 months to 7 months. This year migrant students will be in school 135 days and migrant teachers will have an additional 10 days of training.

There have also been changes made in the basic salary schedule for teachers:

Teacher with B.A. — 0 years' experience $6,000.00
Teacher with B. A. — 5 year's experience $6,950.00
Teacher with B.A. — 10 years' experience $7,670.00

A teacher with a B.A. ceases to receive annual pay raises after 10 years; however, a teacher with a M.A. continues to get annual pay raises until he has 17 years of experience.

All classroom aides, secretaries, clerical aides, music aides, physical education aides, and library aides receive $3,000.00 per year (190 days) or $300.00 per month. Aides in the seven-month migrant program receive the same hourly wage ($1.97/hour) but earn less money in the year because they only work 140 days.

Año Escolar, 1970

Este año escolar regular fué alargado de nueve meses a diéz meses. Los estudiantes iran a la escuela 180 días en vez de 175 días y los maestros tendrán días de entrenamiento haciendo un totál de 190 días. El programa migratorio de seis meses desde ahora será siete meses con el año escolar del estudiante siendo 145 días y el año de los maestros siendo 145 días en vez de 131 días. Este cómbio fué hecho por la legislatura, que convocó en 1969. Con esto vinieron cambios en el horario de el sueldo fundamental para maestros:

Maestro con Grado de Bachiller — sin experiencia $6,000.00
Maestro con Grado de Bachiller — 5 años experencia $6,950.00
Maestro con Grado de Bachiller — 10 años experiencia $7,670.00

Un maestro con su bachillerato deja de recibir un aumento de sueldo anualmente despues de diez años mientras que un maestro con

(Cont. on Page 3)
(Cont. en Pagina 3)

New Personnel (Maestros Nuevos)

The following new personnel have been hired by the school board to teach in the Edcouch-Elsa District for this year (1970-71). (Las siguientes personas es el nuevo personal que a sido ocupado por el sistema escolar del Edcouch-Elsa, para este año (1970-71).

HIGH SCHOOL
(Escuela Secundaria)

Jose Espinosa, Band Director (Director de Banda)

Betty Evins, 11th Grade English (Ingles-Grado 11)

Dennie Fuller — Librarian (Bibliotícaria)

José Eloy Garza — 8th Grade Math (Matematica — Grado 8)

Jan Goff — 11th Grade English (Ingles — Grado 11)

Marvin Herrington — 9-1 History, Basketball Coach (Grado 9-11, Instructor de Basketball)

Linda Caudill — 12th Grade Civics — World History (Instruccion civica — Grado 12, Maestro de Historia Mundial)

Joyce LeClair — Typing (Maquinografía)

Irma Murillo — Spanish (Español)

Carl Nichols — Physical Science-Assistant Football Coach (Instructor del Football)

Martin Riojas — Geometry — Related Math (Geometria, Matematica)

Deodora Treviño — 9th and 10th Grade English (Ingles — 9 y 10)

Angel Martiinez — Carpentry (Carpinteria)

CENTRAL
(Escuela Central)

Ramón Alvarez — 7th Grade Science (Ciencia — Grado 7)

Lola Hughes — 5th Grade Language Arts (Lenguaje — Grado 5)

H. E. Morton — Special Education (Educacion Especial)

Alvaro Rodriguez — 5, 6, and 7 Social Studies — M (Estudio Social — Grados 5, 6 y 7)

Brent Skinner — 7th Grade Math (Matematica — Grado 7)

Hilda Taylor — 5th Grade Science (Ciencia — Grado 5)

KENNEDY
(Escuela Elemenia John F. Kennedy)

Carmen Alicardi — Grade 4 (Grado 4)

Patricia Boysen — Grade 3 (Grado 3)

Maria DeLa Garza — Grade 3 (Grado 3)

Rosa Maria Dominguez — Grade 3 (Grado 3)

Clearsie Johnson — Grade 3 (Grado 3)

Narvaez, Hipolito — Grade 4

(Cont. on Page 3)
(Cont. en Pagina 3)

Estimados Padres:

Se nos da mucho gusto servir a Uds. y sus niños durante del año escolar de 1970-71. Estaremos en las escuelas todos los días y trataremos ayudar a su niño cuando esté enfermo o haya tenido un accidente. Por si acaso haya un accidente, llevaremos (solamente con su permiso) a su niño inmediatamente para que pueda recibir tratamiento médico. De otro modo llevarán Uds. la responsabilidad que su niño recibe tratamiento médico.

El niño le mandaremos para la casa si:

1) tiene fiebre

2) creemos que tiene enfermeded contagiosa

3) esta vomitando

4) tiene diarrea (curso)

5) se siente demasiado débil

En la mañana si su hijo tenga cualquier de las sintomas antes de venir a la escuela, por favor de tenerlo en casa y consulte su médico de familia si es necesario. El distrito de escuela tiene suficientes fondos para pagar por las familias que no pueden hacer los pagos del médico.

Si es necesario que su niño tome medicina durante el día, por favor de traer la medicina a la oficina del principal y se la daremos al niño al tiempo appropiado.

También, durante el año vamos a chequear los dientes, el peso, y la altura de su niño. Tendremos un exámen de la vista y de los oídos. Uds. serán avisados si encontraríamos algo irregular. Niños de familias necesitantes serán dirigidos a recibir attención del médico. Haremos citas para estos niños. Si su niño tenga una cita, comunicaremos con Ud. acerca del dato y tiempo de la cita. A Uds., como los padres, les pedimos que hagan todo lo posible para ir a las citas que tienen con el doctor, o si no pueden guardar su cita, hablen con la enfermera para hacer otros areglos.

Si tienen preguntas a respeto de la salud de su hijo, por favor de llamarnos por teléfono a la escuela o venga a la oficina.

Sinceramente,
Elizabeth Richaud, R.N.
(Edcouch & Kennedy Elementary)
Geneva Milligan, R.N.
(Central Intermediate & High School)

NEW PERSONEL— (MAESTROS NUEVOS)

(Cont. from Page 2)
(Cont. de Pagina 2)

(Grado 4)

EDCOUCH
(Escuela Elemental de Edcouch)

Dear Parents:

It will be our pleasure to serve you and your children in the 1970-71 schol year. We will be in the schools each day and your children will be sent to us in case of illness or accident while in school. In case of emergency, we will immediately take your child to receive the proper medical treatment — with your permission, of course. Otherwise, it will be your resonsibility to get medical attention for your children.

A child will be sent home with:

1. Fever of 100° or more.
2. Susected contagious disease.
3. Vomiting
4. Diarrhea
5. Feels too badly to remain in schoo.l

If your child has any of the above symptoms in the morning before coming to school, please keep him at home and consult your family doctor if necessary. The school district has sufficient funds to pay for those families not able to pay their own doctor bills.

If it is necessary for your child to take some medicine during the school day, bring it to the principal's office and it will be given to him at the proper time.

Also, during the year, your child's teeth, height, and weight will be checked, and he will also receive a screening test for vision and hearing defects. You will be notified if anything abnormal is discovered. Some students from low-income families will be referred for medical services. We will make appointments for these students and the parents will be informed as to the date and time of the appointment. You, as parents, are asked to make every effort to keep the appointment or notify the nurse so that other arrangements can be made.

If you have any questions regarding the health of your child, please call us at the school or come by for a visit.

Sincerely,
Elizabeth Richaud, R.N.
(Edcouch & Kennedy Elementary)
Geneva Milligan, R.N.
(Central Intermediate & High School)

Kathaleen Bowers — 2nd Grade (Grado 2)

Nellie Jones — 2nd Grade (Grado 2)

Alice Lindsey — 2nd Grade (Grado 2)

Delia Benavidez — Preschool (Preescolar)

School Board Meeting

The School Board of Edcouch-Elsa held its monthly meeting on Oct. 12 at 7:30 P.M. The meeting was a very short one. The finance report was given by Mr. Carreón. Mr. Bell (Superintendent of Schools) then spoke on the re-roofing of the Library wing of the High School. The Board discussed the purchasing of property in Edcouch and Elsa. The meeting was then adjourned.

Junta de la Mesa Directiva

La mesa directiva de Edcouch-Elsa tuvo su junta del mez el doce de octubre a las siete y media de la noche. La junta no duró mucho, empezando con el reporte financiero dado por el señor Carreón. El señor Bell, superintendiente de escuelas, después habló tocante del techo nuevo de la biblioteca del High School (de la escuela segundaria). Después discutieron comprar propiedad (tierra) en Edcouch y Elsa. Con esto vino el fin de la junta.

Israel Martinez

Boy Scout Troop #154

Elsa Boy Scout Troop #154 is again being sponsored by the John F. Kennedy P.T.A. Mr. Gene Gutierrez is the Scout Master. Scout meetings are held every Monday evening at 6:30 p.m. in the John F. Kennedy school cafeteria. This Troop has won many awards and is considered one of the outstanding Boy Scout troops in the Rio Grande Valley.

Tropa #154 de Boy Scouts

La tropa #154 de los Boy Scouts de Elsa esta dirigida por el P.T.A. de John F. Kennedy. El señor Eugenio Gutierrez es el "Scout Master." Se juntan todos los lunes a las 6:30 por la noche en la cafeteria de la escuela primaria de Kennedy. Esta tropa ha sacado muchos premios y se considera como una de las mejores tropas en el valle del Rio Grande.

The New York Daily Graphic was the first illustrated daily newspaper.

Edcouch Health Clinic

The Health Clinic, located on Highway 107 in Edcouch, is open every day. The nurses are Arminda Reyes and Eva Villarreal, and Trine Castillo is the secretary.

They give polio and diphtheria shots in the afternoon from 3:00 P.M. to 5:00 P.M.

The doctor comes twice a month in the morning and conducts a well-baby clinic.

Once a month the clinic tests women for tuberculosis, blood diseases, and cancer.

For more information, please contact the Health Clinic in Edcouch.

La Clinica de Sanidad

La clinica de sanidad, que esta en la carretera 107, esta abierta todos los días. Las enfermeras son Arminda Reyes and Eva Villarreal, y la secretaria se llama Trine Castillo.

Se da injecciones de polio y dipteria de las 3:00 hasta las 5:00 or la tarde.

Un doctor viene dos veces al mez por la mañana y conducta exámenes para niños de buen salud.

Una vez al mez hay exámenes para mujeres para encontrar tuberculosis, enfermedades de sangre, y cáncer.

Para obtener más información, favor de llamar a la clínica de sanidad en Edcouch.

SCHOOL YEAR, 1970
AÑO ESCOLAR, 1970

(Cont. de Pagina 2)
(Cont. from Page 2)

grado maestral sigue recibiendo aumentos de sueldo anualmente hasta 17 años de experencia.

Todos los ayudantes de salón de clases, secretarieas, ayudantes clericales, ayudantes, de música, ayudantes de educación física y ayudantes de biblioteca reciben $3,000.00 por 190 días o $300.00 al mes o $75.00 a la semana o $1.97 la hora. Ayudantes en el programa de 7 meses reciben el mismo pago por hora pero reciben menos anualmente porque trabajan solamente 140 días.

The danger of automation is not that machines will act like men but rather that men will act like machines.

CHURCH NEWS.

Methodist Church

Mr. W. Boyd Harris, is the Minister. He lives in Mercedes but comes to perform Sunday services from 9:00 till 10:00. At the door there is always a couple who greets the people for the pastor. The church has Youth meetings and Sunday school from 10:00 to 11:00. Mr. Harris is at the church study center on Tuesday and on Thursdays. Mr. George Gainley assists Rev. Harris.

Blanca E. Garza

Iglesia Metodista

El Sr. W. Boyd Harris es el Ministro. Vive en Mercedes pero viene a Edcouch a dar servicios todos los domingos desde las 9:00 hasta las 10:00. En la puerta siempre hay una pareja que saluda a la gente para el ministro. La iglesia tiene juntas para jovenes y doctrina para los niños desde las 10:00 hasta las 11:00. El Sr. Harris está en la iglesia todos los Martes y Jueves en el centra de estudios. El Sr. George Gainley assiste al Rev. Harris.

Blanca E. Garza

Santa Teresa's Church Activities

Saint Teresa of Edcouch conducts masses every Sunday with the Youth Choir singing a variety of Christian Folk Songs with guitar which pertain to the mass. The youth choir participated in a recreational program for the Harlingen Tuberculosis Hospital as entertainment for all the patients.

Also, there is a Catholic Youth Organization which is established for the purpose of bettering Catholic Christian Youths and giving service to the community.

Actividades de la Iglesia de Santa Teresa

La iglesia de Santa Teresa tiene misas los domingos con el coro de juventud cantando varios canciones a guitara que le pertenesen a la misa. El coro ha participado en un programa para los pacientes en el hospital de tuberculosis de Harlingen.

Tambien hay una organización de juventud católicos (C.Y.O.) con el propósito de mejorar la juventud católica y haciendo servicios sociales para el pueblo.

Sacred Heart Church

Every Saturday at 6:00 P.M. there is mass for those people unable to attend mass on Sunday. Every Sunday there are two masses one at 7:00 A.M. and the other at 10:00 A.M. After the masses at 11:00 A.M. there are baptisms.

Money that the church receives from donations is used to buy church equipment and supplies and will also contribute to the fund for building a new parish hall.

Antonia Gonzalez

La Iglesia del Sagrado Corazon

Cada sabado a las seis de la tarde hay misma para la gente que no puede ir a la misa los domingos . . . En los domingos hay dos misas una a las siete de la mañana y la otra a las diez de la mañana. Siguen los bautismos a las once de la mañana.

El dinero que recibe la iglesia se usa para comprar equipo y también contribuye a los fondos para un salón nuevo.

Antonia Gonzalez

1st Baptist Church Revival

1st Baptist Church of Edcouch, will hold a Fall Revival beginning throughout the week of Nov. 1. The Evangelist will be Gene Horton, pastor of the Rio Hondo Baptist Church. Also featured special music by Vance Greek, also from Rio Hondo.

Services will be held each evening at 7:30. You have seen them on television — Now see them in person.

Junta Religiosa Bautista

La primer iglesia bautista de Edcouch tendrá su junta religiosa del otoño durante la semana del primero de Noviembre. El evangelista Gene Horton, de la iglesia bautista de Rio Hondo, hablará y música especial será presentada por el señor Vance Greek, también de Rio Hondo. Las juntas serán a las 7:30 p.m. y lo que han visto en la television ahora se puede ver en persona.

Pua-Lani Rodgers

Edcouch Volunteer Fire Department

The Edcouch Fire Department has done a wonderful job parking cars for the Edcouch-Elsa High School football games. We appreciate their efforts. The Volunteer Fire Department as asked us to ask all Yellow Jackets fans to please cooperate with them and make it easier for you to enter and leave the parking area safely.

Members of the Fire Department have a special telephone system installed in their homes. Whenever there's a fire and someone calls the Fire Department all of the telephones ring and thus all members are alterted. Any of the members can answer the phone and find out where the fire is.

Fuerza de Bomberos Voluntarios

La fuerza de bomberos voluntarios de Edcouch ha servido grandiosamente estacionando los carros para los juegos de football. Los voluntarios han pedido que les recordemos a todos los aficionados de los "Yellow Jackets" coperen con ellos para hacer la entrada y salida de los juegos más agradable y menos peligroso.

Un sistema de teléfonos nuevos ha sido installado en las varias casas de los voluntarios. Si acaso hay un encendio, y alguien le llama a los bomberos, todos los teléfonos suenan al mismo tiempo, alertando a todos los bomberos al mismo tiempo.

Suggestions (Sugestiones)

Name ____________________
(Nombre)
____
____

Address ____________________
(Dirección)
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Suggestions ____________________
(Sugestiones)
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Edcouch Day-Care Center

The Edcouch Day Care-Center is sponsored by the United States Office of Economic Opportunity, and is directed by Mrs. Elva Gonzalez. At the present time there are forty-two children enrolled, who are from three to five years of age and, come from low income families with working parents.

There is no transportation provided by the Day-Care Center. Each parent takes his child in the morning and then picks him up in the afternoon.

There is one teacher and teacher's aide for every 12 children. There is also a full-time cook and a part-time maid. This Day Care-Center in Edcouch pays just one dollar per year for the use of the building.

The Edcouch Day-Care Center has an advisor committee which meets every two months and consists of ten members, who are parents of the children enrolled in the Day-Care Center. Meetings are also held for all parents to discuss complaints and for planning future activities.

Centro de Cuidado Infantil de Edcouch

La Oficina de Oportunidad Economico (OEO) de los Estados Unidos es la agencia responsable por el Centro de Cuidado Infantil de Edcouch, dirigido por la Sra. Elva Gonzalez. En este momento hay cuarenta y dos niños arrollados que tienen de 3 a 5 años de edad cuyos padres trabajan.

No se provee transportación. Cada padre tiene que llevar a su niño al centro por la mañana y levantarle por la tarde. Hay una maestra y una ayudante de maestra por cada 12 niños. Hay una cocinera que trabaja todo el tiempo y una limpiadora que trabaja medio día. El Centro de Cuidado Infantil en Edcouch paga solamente un dólar por años para usar el edificio.

El Centro tiene un comité consejero que consiste de 10 miembros que son padres de algunos de los niños arrollados en el Centro. El comité se reune cada 2 meses. Tambien hay juntas para todos los padres para discutir quejas o sugestiones y planear proyectos para el futuro.

EL INFORME

VOL. I, No. 5 EDCOUCH-ELSA, TEXAS December 4, 197

Programa Bilingue

Bilingual Program

Señorita Garsa explica los materiales del proyecto a la Sr. Castillo.

El Programa Bilingue Emplea Padres de Ayudantes

Las Madres de dos niños que están alistados en este programa han sido ocupadas por el Centro de Servicio de Instrucción Region I (Region I Education Service Center) para que trabajen en este projecto. La Sra. Emma Salinas, madre de Juan Salinas le ayuda a la maestra, la Señorita Sylvia Garza. La Sra. Maria Sandoval le ayuda a la Sra. Maria Alfaro con su clase del primer grado. Se les dieron a estas maestras las dos ayudantes que trabajan medio dia todos los dias por las maestras que desean más ayuda.

El Sr. Al Ramírez, el director de este proyecto bilingue, ha dicho que los padres ayudantes sirven dos propositos: hacen el trabajo que se debe hacer y al mismo tiempo le da a conocer al padre o madre el trabajo que se está haciendo. También hay más entendimiento entre padres y madres de este programa. El uso de padres y madres ayudantes también sirve para que el padre le ayude al niño o niña en casa con lo que ha sido estudiado en la escuela.

Los padres ayudantes que trabajan cuatro horas por día a $1.45 la hora serán cambiados cada dos o tres meses. Esto le dará la oportunidad para trabajar en este programa a más padres.

Bilingual Program Employs Parent Aides

The mothers of two children currently enrolled in the bilingual program have been hired by Region I Education Service Center to work in the project. Mrs. Emma Salinas, mother of Juan Salinas, is helping Miss Sylvia Garza with her first graders. Mrs. Maria Sandoval is helping Mrs. Maria Alfaro with her first grade classes. The teachers had been provided with an aide to work with them for one half day each day and expressed a desire to have additional help.

Mr. Al Ramirez, Director of the Bilingual Project, stated that parent aides served two purposes: helping the teacher when necessary and allowing the parent to understand the program better through working with it. The use of parent aides will also allow for the parent to help her child at home with whatever is being covered in class.

The parent aides which work for four hours daily at $1.45 an hour will be rotated every two or three months. This will give more parents an opportunity to work and observe the program.

Señora Carmina Garsa jugando con los niños en la clase de la señor Longoria.

Señora Emma Salinas enseñando el alfabeto a unos niños.

Señora María Sandoval enseñando a los niños de la clase número 8: (de la izquierda a la derecha) Maggie Garsa, Thelma Zavala, Sammy Guerrero.

El Programa C.V.A.E.

El programa coordinado de instrucción académico y vocacional está ahora en el segundo año con 120 estudiantes alistados. Este programa, que esta sostenido con los fondos del estado y fondos de Title I Migratorio, es para alistar muchachos en estudios vocacionales y estudios académicos más apropiados para sus necesidades. Las clases academicas son limitadas a 15 estudiantes en vez de lo normal de 35, lo cual facilita a la maestra para que dé instrucciones individuales a cada estudiante. Fondos de Title I Migratorio son usados para bajar la proporción de la maestra al estudiante. Se usan materiales especiales en todas las clases porque los libros adoptados por el estado de Texas no son adequados para los estudiantes en este programa. En un día dividido en 7 clases, los estudiantes emplean 2 horas en estudios vocacionales y 5 horas en clases académicas regulares. En este momento hay 4 maestros vocacionales, pagados por fondos del estado que dan instrucción en Servicios del Hogar y Comunidad (costura, cocina, etc.) Comercio de construcción general (carpinteria, pintura, plomeria etc.), y reparación mecánica general (maquinas de cortar zacate, soldar, reparación de autos, etc.) Un ayudante de clases es proporcionado para las clases de construcción y mecánica con fondos de Title I.

Enseguida está la lista de que manera existe este programa ahorita:

Grado 7—Comercio de Construcción general—Primer Año — 30 estudiantes—Mr. Allie McKee, maestro.

Grado 8—Comercio de Construccion general—Segundo año — 15 estudiantes—Angel Martinez, maestro.

Ocupaciones de Hogar y Servicios de Comunidad—30 estudiantes—Primer año—Nell Schroeder maestra.

Reparación de mecánica general—Segundo año—15 estudiantes—Jose Cano, maestro.

Las estudiantas están en busca de proyectos de costura y los estudiantes están en busca de reparación de máquinas de cortar zacate, reparación de carros, pintura, proyectos de remodelación, trabajos de cemento y otros proyectos del hogar. El único costo para disfrutar de estos servicios es el material. Los eligibles para estos programas son las organizaciones civicas, instituciones sin ganancia (iglesias, etc.) y familias necestadas. Si usted interest en obtener estos servicios pongase en contacto con los instructores en los edificios vocacionales durante las horas de 8:00 a.m. y 4:00 p.m.

The C.V.A.E. Program

The Coordinated Vocational Academic Education Program is currently in its second year with 120 students enrolled. This program, which is funded jointly with state funds and Title I Migrant funds, is designed to enroll boys and girls in vocational and academic programs more meaningful to them and more appropriate to their needs and achievement level.

Academic classes are limited to fifteen instead of the normal 35, which enables the teacher to give more individual attention to each of the students. Title I Migrant funds are used to bring this small teacher-pupil ratio down. Special academic materials are used in all C.V.A.E. academic classes because the textbooks adopted by the state are not adequate for the student in this program.

Out of the seven period day, the students spend two hours in vocational shop and five hours in a regular academic program. Currently, four vocational teachers (which are paid for out of state funds) provide instruction in Home and Community Services Occupations (sewing, cooking, etc.), General Construction Trades (carpentry, painting, plumbing, etc.), and General Mechanical Repair (lawn mover repair, welding, car repair, etc.). An aide is provided for the Construction and Mechanical Repair classes with Title I money.

Below is a breakdown of the way the program exists at present time:

7th grade: General Construction Trades (first year)—30 boys—Mr. Allie McKee, instructor.

8th grade: General Construction Trades (2nd year)—15 boys—Mr. Angel Martinez, instructor.

Home and Community Services Occupations (1st year)—30 girls—Mrs. Nell Schroeder, instructor.

General Mechanical Repaid (1st year)—15 boys—Mr. Jose Cano, instructor.

9th grade: General Construction Trades (2nd year)—15 boys—Mr. Angel Martinez, instructor.

General Mechanical Repair (2nd year)—15 boys—Mr. Jose Cano.

Facilities for the vocational shops are paid for out of Title I Migrant funds. One building is next to the Edcouch Catholic Church (Girls Homemaking) and the other was formerly Willie's Ballroom (Construction and Mechanical Repair) in Edcouch.

The girls are looking for sewing projects and the boys are looking for lawn mower repair, car repair, painting, remodeling projects, concrete work, and home addition projects. The only cost for these services is the materials. Civic organizations, non-profit institutions (churches, etc.), and low-income families are eligible for these services. If you are interested in having work done, contact the instructors at the vocational shops between the hours of 8:00 a.m. and 4:00 p.m.

Adults Working Toward High School Certificate

Mr. Juan Gorostiza, Adult Basic Education Director, reported that 40 students are currently enrolled in the G.E.D. program. Upon successful completion of this program (the students must pass tests in four areas—English, Math, Science and History) the student will receive the equivalent of a high school diploma which is recognized by most employers and colleges. The G.E.D. classes merely prepare the students for the tests and he can remain in the classes as long as it takes to pass all the exams. These are four different tests and the student does not have to repeat any test once he has passed it. He may also take the tests as many times as he wants. The two instructors in this phase of the program are Arland Lewis and Herbert Vela. For further information, contact Juan Gorostiza at 262-1371.

Adultos Trabajan para Obtener Certificado de la Escuela Secundaria

El Sr. Juan Gorostiza, director del Programa para Adultos, reportó que 40 estudiantes han sido matriculados en el programa para obtener el certificado de las escuela secundaria. (Para satisfacer este programa tendrán que pasar exámenes en cuatro areas — Inglés, matemática, ciencia e historia). Cuando estos estudiantes hayan pasado estas areas, recibirán su diploma. Este diploma es reconocido por todos los empleados de trabajo y colegio. Estas clases de G.E.D. preparan los estudiantes para pasar los examenes requeridos. El estudiante puede quedarse en las clases hasta que pueda pasar los exámenes Estos son cuatro exámenes diferentes y el estudiante no tiene que repetir el exámen que ha haya pasado. También puede tomar el exámen cuantas veces quiera. Los dos instructores en esta parte del programa son Arland Lewis y Herbert Vela.

Para más información llame al Sr. Juan Gorostiza al 262-1371.

School Board Monthly Meeting

The Edcouch-Elsa School Board had its regular monthly meeting on Tuesday, November 17. Board members present were: Billie Cellum, Manuel Lopez, Manuel Perez, Israel Montoya, and George Salinas. Staff members present at the board meeting were: A. W. Bell, Jr., Superintendent; Martin Peña, Jr., Asistant Superintendent; E. A. Carreon, Business Manager; Principals Travis Massey, Harry Haeffner, and Marvin Pipkin; Assistant Principals Edward Gonzales and Bill Thompson; and Athletic Director Royce Schuelke.

On recommendation of Superinntendent Bell, the board adopted a new policy for Free Lunches. Mr. Bell stated that the School District was already doing everything the policy stated except for the scale used to determine who would be eligible for free lunch. Under the new policy more students will become eligible. It was also pointed out that the entire cost of this program would be paid by the state thus releasing almost $25,000.00 of Title I and Title I Migrant funds for other uses.

La Junta Mensual de la Mesa Directiva

La mesa directiva de las escuelas Edcouch-Elsa tuvo su reunion mensual el martes, 17 de noviembre. Los miembros presentes fueron: Billie Cellum, Manuel Lopez, Manuel Pérez, Israel Montoya, y Jorge Salinas. Miembros del cuerpo de la escuela que estuvieron presentes fueron: A. W. Bell, Jr., superintendente; Martin Peña, Jr. superintendente asistente: E. A. Carreón, gerente de negocios; los principales Travis Massey, Harry Haeffner, y Marvin Pipkin, los principales asistentes Eduardo Gonzalez y Bill Thompson; y director de deportes Royce Schuelke.

Bajo la recomendación del Superintendente Bell, la mesa adoptó una póliza nueva para los lonches gratis. El Señor Bell dijo que el distrito escolar ya estaba empleando todo lo que indica la póliza nueva con la excepción de la norma que se usa para determinar quien sería eligible para los lonches gratis. Bajo esta nueva póliza, más estudiantes serán eligibles. También indica esta póliza que el costo entero de este programa será pagado por el estado y en esta forma libertando casi $25,000.00 de los fondos de Title I y Title I Migratorio para otros usos.

Migrant Health Programs

The funds for Migrant Health programs are generally used for physical examinations to detect and eliminate hindering health problems. To be eligible for assistance under this program the family involved must have migrated during the last year and have been engaged in some type of agricultural work or related jobs. The children must be either enrolled in the 7-month migrant program or the extended day classes. The financial eligibility is determined by the school nurses and in some cases the social workers.

Physical examinations are given all migrant pre-school and first grade students by a doctor at school. Those having abnormalities, such as heart murmurs, anemia, dental cavities, or other health problems will be referred to proper specialists.

The 4th and 8th grade migrant students will have health appraisals by school nurses. All children with suspected abnormalities will be referred to the proper specialist. Vision and hearing screening will be done by the school nurses. Students with sight or hearing problems will be referred to specialists. Medications as prescribed by a doctor will be bought as ordered.

Emergency care will be given those students if necesssary. Hospitalization and emergency surgery is furnished only if the need is great enough to hinder the child's well being or attendance at school.

Migrant Health program for adults and-or families through the local Health Department is very limited. Permits for office visits to a doctor are issued for three visits for one person or one visit for three people. These are given to a limited number of families. No medicines are furnished and at the present time no funds for hospitalization, either surgical or medical, are available.

The Health Department (The Health Clinic in Edcouch) is also involved in a nutrition program for those persons suffering from anemia, vomiting, diarrhea and other diseases which require some special foods.

Migrant adults needing extra services may contact the local health department. Edcouch-Elsa Migrant parents are urged to contact their school nurse immediately if their children develop health problems.

Expenditure of Federal Funds

In the last issue of "El Informe" we initiated a series of articles explaining how the Edcouch-Elsa School District spends the $500,000.00 which is received from the federal government. This article attempts to explain in detail expenditures in the area of instruction — specifically teachers' salaries.

The Curriculum Coordinator receives $3,269.00. He adjusts and tries to improve the school curriculum to meet the special and specific needs of the educationally disadvantaged student. Mr. Martin Peña carries out these duties in addition to his duties of administerng all federal programs.

The school district spends $107,890.00 on salaries for 16 full-time elementary teachers: 6 pre-school teachers (for students who are from low income families, need help in English, or are migrants), 3 physical education teachers, 3 language development teachers (stressing remedial reading and oral language development), four regular academic teachers working in the seven month migrant program. These four migrant teachers, in addition to the 9 which are paid for by the state, enable the migrant classroom size to average about 25 rather than 35.

The school district spends $21,743.00 to pay the salaries of 35 elementary teachers who work in the after-school program. The teachers work one hour-day after school at $5.00-hour. Migrant students enrolled in the regular program volunteer to attend school an additional hour after school for additional instruction.

Six full-time secondary teachers receive $37,100.00 of the federal money: 3 remedial reading teachers (stressing remedial reading and oral language development in the 7th, 8th, and 9th grades), and 3 academic teachers (teaching students in the C.V.A.E. program). The Edcouch-Elsa School District contributes five teachers to the C.V.A.E. program.

The school district also spends $17,000.00 of the federal money to pay the salaries of 27 secondary teachers working part-time (one hour after school) in a program for migrant high school students.

A total of $187,012.00 (or 40 percent of the total allocation) is used to pay professionally trained personnel. Other articles will detail expenditures for aides, library supplies, and school supplies.

Programa Migratorio de Salubridad

Los fondos para el programa migratorio de salud deben usarse, generalmente, para examenes físicos para reconocer y eliminar problemas de salud. Para ser elegibles para recibir asistencia bajo este programa, las familias deben haber emigrado durante el año pasado para trabajar en la agricultura o algun trabajo conectado con la agricultura. Los niños deben estar matriculados en el programa migratorio de 7 meses o en las clases de mejoramiento después de escuela. La situación economica para ser eligibles será determinada por las enfermeras de las escuelas y en unos casos por los trabajadores sociales.

Los examenes físicos serán hechos a los estudiantes migrantes preescolares y de primer grado por un doctor en la escuela. Las enfermeras están encargadas de los exámenes físicos en las escuelas. Los niños que tengan anormalidades, como murmuros en el corazón, anémia, y dientes picados, o cualquier otro problema de salud serán referidos a un doctor especialista.

Los estudiantes migratorios de 4 y 7 grados serán examinados por las enfermeras de las escuelas. Cualquier anormalidad o problema de salud serán examinados por las enfermeras y si hay algun defecto, el niño será referido a algun especialista. Se les darán las medicinas que el medico recete.

Cuidado en emergencias será dado a los estudiantes si es necesario. Hospital y sirugia de emergencia será dado nada más si es tan necesario como para retrazar al estudiante o para causar la ausencia de él en abundancia.

El programa migratorio de salud para adultos y para familias por el Departamento de Salud (en Edcouch) es muy limitado. Permisos para visitas al doctor son dadas tres por familia. Se pueden usarlos para tres visitas de una persona o una visita para tres personas. Estos permisos son dados a un número limitado de familias. No se dán medicinas y no hay fondos para hospitalización ni sirugia.

El Departamento de Salubridad (la Clinica de Salubridad en Edcouch) también tiene un programa de nutrición para personas que sufren anemia, vomito, diarrea, y otras enfermedades que requieren comidas especiales.

Migrantes adultos necesitando servicios extras pueden ponerse en contacto con el Departamento de Salubridad. Niños en la escuela deben de ponerse en contacto con la enfermera de la escuela.

The Homecoming Court, from left to right: Susana Moron, Hilda Cipriano, Yolanda Garay, Mary Montoya, and Teresa Vera.

Homecoming

Edcouch-Elsa Homecoming took place on November 20, 1970. The Homecoming queen was Yolanda Garay escorted by Fernando Cardoza; Princess was Hilda Cipriano, escorted by Luciano Ozuna. Junior Duchess, Teresa Vera, escorted by Freddy Escobar; Sophomore Duchess, Maria Montoya, escorted by Juan Garza and the Freshman Duchess was Susana Moron escorted by Tommy Freeman. The dance was held after the game and the group called the Air provided the music.

El Home Coming

El Home Coming tuvo lugar el día 20 de noviembre. Fueron dos horas de baile. La Reina del Homecoming fué Yolanda Garay y fué acompañada por Fernando Cardoza. La Princesa fué Hilda Cipriano y fue acompañada por Luciano Ouúna. La Duquesa de la clase de los Juniors fué Teresa Vera y fué acompañada por Freddy Escobar. La Duquesa de la clase de los Sophomores fué Maria Montoya y la acompañó Juan Garza, y la Duquesa de la clase de los Freshmen fué Susana Moron, acompañada por Tommy Freeman.

El grupo de "The Air" fué el que tocó en el baile y todos se divirtieron mucho.

Licha Tijerina
Mary Lou Galán

A New School Bus in Operation

The Edcouch-Elsa School District recently received a new 72-passenger school bus. This bus, which was purchased through the state, cost $7,219.00 from local transportation funds. This enabled us to place six good buses on regular routes with the two old buses used only as spares.

Mr. Joe Martinez, under the supervision of school superintendent A. W. Bell, is in charge of the school buses. Drivers are Mr. George Gainley, Mr. Julio Palacios—Javier Gutierrez (sharing the same route), Mr. Alejandro Gonzalez, Mr. Victor Sanchez, Mr. George Gutierrez, and Mr. Richard Hinojosa (driving only afternoon routes). Drivers are paid at a rate of $100.00 per month for a morning and afternoon route. Nicolas Garza cleans the buses every day.

The transportation division of the school district has become very important and essential since we relocated the grade levels on the various campuses. Now, all preschoolers, first, and second graders living in Elsa are eligible for bus transportation. All third and fourth graders living in Edcouch are eligible for transportation. Also, all students living in the rural areas receive bus transportation. These transportation procedures are complying with the state law that free transportation be provided only to those students who live 2 or more miles from the school they attend. The school district depends on state funds to operate the transportation system and the state reimburses the school district on the number of eligible students riding the buses. However, the school district operates a town bus (5c per round trip each day) for students not eligible for free transportation. The difference in expenses and revenue is paid out of the school district local funds.

Un Autobus Nuevo Para Servirles

Hace poco tiempo compró el distrito escolar de Edcouch-Elsa un autobus nuevo que puede llevar 72 pasajeros. Este autobus, fue comprado por medio del estado a un costo de $7,219.00 de fondos de transportación locales. Ahora podemos usar seis (6) autobuses buenos en rutas regulares, usando los 2 autobuses viegos (antigos) solamente cuando sea necesario.

El Sr. José Martínez, bajo la dirección del Superintendente A. W. Bell, esta encargado de todos los autobuses. Los conductores de los autobuses son el Sr. George Gainley, el Sr. Julio Palacios, el Sr. Javier Gutiérrez (estos toman lan misma ruta), el Sr. Alejandro Gonzalez, el Sr. Victor Sanchez, el Sr. Jorge Gutierrez, y el Sr. Ricardo Hinojosa (conduce una ruta por la tarde solamente). Los conductores reciben un salario de $100 por mes si conducen una ruta por la manana y otra por la tarde. El Sr. Nicolas Garza limpia todos los autobuses todas las tardes.

El departamento de transportacion del distrito escolar ha llegado ha ser muy importante desde el cambio de los niveles de grados en todas las escuelas primarias. Ahora hay transportación por autobus para todos los niños de pre-escuela, primero año, y segundo año de escuela que viven en Elsa. Hay transportación de autobus para los niños del tercero año y cuarto año de escuela que viven en Edcouch. Los estudiantes que viven afuera también reciben transportación.

Esta manera de proveer transportación sigue la ley del estado que dice que los estudiantes que pueden recibir transportación son los que viven 2 millas o mas de la escuela. Nuestro distrito escolar recibe dinero del estado para operar el sistema de transportación. Sin embargo el distrito escolar ofrece un autobus (5c por viaje redondo por dia) para estudiantes que no son elegibles para la transportación regiar. La diferencia entre los gustos y la ganancia se paga por los fondos de nuestro distrito escolar.

Suggestions
Sugestiones

Name (Nombre) ……………………………………………

Address (Direccion) ……………………………………………

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Suggestion (Sugestion) ……………………………………………

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Programa de Deportes Despues de Escuela

El Cuerpo de Maestros (Teacher Corps), que está asignado al distrito escolar de Edcouch-Elsa, está dirigiendo un programa de rcreacion para todos los estudiantes de los grados 1 - 7. Este programa se lleva a cabo en todas las escuelas primarias un día de la semana. El programa empezó el 30 de noviembre. Los que participan en este programa son los estudiantes que atienden el programa de estudios despues de escuela. Este programa se lleva a cabo los lunes en la escuelt de Edcouch, los martes en la escuela Central, y los miercoles en la escuela de Kennedy. Esperan que estudiantes de la escuela secundaria asistirán.

El distrito escolar ha recibido dinero del Departamento de Agricultura de los Estados Unidos para servir una merienda a todos los niños que participan en el programa de recreacion. El departamento de Agricultura recompensara el distrito escolar hasta 10c por cada merienda.

Arreglos han sido verificados para que los estudiantes pueden ver peliculas cuando el tiempo no permita llevar acabo afuera la hora de recreo.

Hay transportacion para los estudiantes en el programa.

Los maestros del Cuerpo Nacional (Teacher Corps) que estan escargados de este programa son: Ken Goff, Valerie Noe, Chuck Noe, Nat Ybarra y Gene Gutierrez.

After-School Recreation

The Teacher Corps team, which s assigned to the Edcouch-Elsa School District, is sponsoring a recreation program for all students in grades 1-7. This program s held on each of the three elementary campuses one day a week. The program was started on November 30th.

Students that attend the after-school program will be allowed to participate when the program is held on their campus. The recreation program will be held at Edcouch Elementary on Mondays, at Central Elementary on Tuesdays, and at Kennedy Elementary on Wednesdays. Hopefully, high school students will be used to assist the Teacher Corps interns.

A grant from the United States Department of Agriculture has been obtained to serve a snack to all participants in the program. The Department of Agriculture will pay the Edcouch-Elsa School District up to 10c per snack served.

Arrangements have been made so that movies can be shown on days when the weather does not permit the students to play outside.

Bus transportation will be provided for all students who need it.

The Teacher Corps personnel in charge of the program are Gene Gutierrez, Ken Goff, Chuck Noe, Valerie Noe and Nat Ybarra.

Gastos de los Fondos Federales

En el último periódico se iniciaron una serie de informes explicando los programas federales y como se gasta el dinero que se reciba del gobierno federal. Este artículo trata de explicar en detalle como se gasta este dinero en el area de instrucción. En este reporte solamente se explica los salarios de los maestros.

El director de cursos recibe $3,269.00 del dinero federal. Su trabajo consiste en procurar y mejorar los cursos, especialmente para el estudiante que no aprenda al mismo paso que los demás. El Sr. Martin Peña esta encargado de este trabajo al mismo tiempo que trabaja como director de los programas federales.

Hay 16 maestros de escuelas primarias que reciben $107,890.00 del dinero federal: 6 maestros preescolares (para estudiantes que viven en hogares muy pobres, que necesitan ayuda en el idioma ingles, o que son migrantes), 3 maestros de educacion fisica, 3 maestros de lenguaje enseñando a leer y hablar mejor en el ingles), y 4 maestros que trabajan en el programa migratoria de siete meses.

Hay 35 maestros de las escuelas primarias que reciben $21,743.00. Trabajan una hora despues de la escuela a $5.00 por hora. Esto es un programa voluntario para los estudiantes migratorios que quedan despues de la escuela para recibir mas instrucción.

En la escuela secundaria hay 6 maestros que reciben $37,100.00 del dinero federal: 3 maestros de lectura y lenguaje (para estudiantes que necesitan mas ayuda en [illegible] en los grados de siete, oc[illegible]ueve), y 3 maestros académicos en el programa de C. V. A. E. El distrito escolar de Edcouch-Elsa contribuye 5 maestros a este programa.

En fin, hay 27 maestros en la escuela secundaria que reciben $17,000.00 por su trabajo una hora despues de la escuela en un programa para los estudiantes migratorios.

Como Uds. ven, se gasta $187,012.00 (o 40% de los fondos alocados) para pagar al personal que he estado entrenado profesionalmente.

EL INFORME

VOL. I, NO. 6 EDCOUCH-ELSA, TEXAS December 18, 197

Parent Meeting

El lunes, 21 de diciembre, tendremos nuestra junta mensual a las 9:30 por la noche. Esta junta es para todos los padres de este distrito escolar que esten interesados en saber más de lo que está pasando en las escuelas. Esta junta se llevará acabo en el Auditorio de la escuela secundaria o ya sea el High School.

Las seis clases de los niños preescolares participarán en el programa. Las maestras de estas clases son las siguientes: Sra. Martinez, Sra. Wright, Sra. Peña, Sra. Vela, Srita. Garcia, y Sra. Longoria.

Esa noche de la junta también se presentará el coro de la escuela Central, bajo la direccción de la Sra. Schmalzried. Su presentación consistirá de musica de Navidad.

Como orador, tendremos al Sr. Al Ramírez, director del programa bilingue. El está asociado con Region I en Edinburg. Nuestras clases pre-escolares participaran en este programa bilingue. Esa noche de la junta el enseñará películas de las clases pre-escolares que fueron tomadas durande un día de instrucción. Estas serán enseñadas en dos aparatos que dan parecido a un set de televisión.

Hemos tenido un gran numero de padres en estas juntas y esperamos que sigan viniendo. Nos vemos en la junta la noche del 21 de diciembre.

Junta de Padres

On Monday night, December 21, at 7:30 we will have our monthly parents meeting at the High School Auditorium.

The six pre-school classes will participate in the program and they will have Christmas as their theme. These pre-school classes are under the direction of the following teachers: Mrs. Martinez, Mrs. Wright, Mrs. Peña, Mrs. Vela, Miss Garcia, and Mrs. Longoria.

As an added attraction we will have the choir from Central Intermediate school under the direction of Mrs. Schmalzried. Their presentation will consist of Christmas music.

Mr. Ramirez, director of the bilingual program for Region I, will be our speaker for that night. Our pre-school program participates in the bilingual program under the direction of Mr. Ramirez.

Mr. Ramirez will show films of the pre-school children during a regular day of instruction. The film will be shown the night of the meeting on two screens which resemble a T.V. set.

The response to our parents meetings has been great, we hope that the interest on the part of the parents will continue. We hope to see you at the meeting the night of the 21st.

Gastos Federales Numero 3

El Distrito Escolar de Edcouch-Elsa ha empleado 46 ayudantes de maestros. Veinticuatro de estos ayudantes se les paga con fondos de Title I a un costo de $8,753.00 y 18 se les paga con fondos de Title I Migrant a un costo de $45,793.00.

El estado por primera vez empleo un ayudante para cada veinte maestros, ahorandole al distrito cuatro ayudantes a un costo de $12,000.00.

Los ayudantes ganan un minimo de $1.97 por hora o sea $15.75 por un dia de ocho horas.

Los ayudantes deben ser graduados y residentes de este distrito escolar. El trabajo de estos ayudantes es: 1) Dar instrucciones a grupos chicos; 2) Ayudar a los maestros con el trabajo de oficina; 3) Comer con los niños en la cafeteria, considerando la comida una clase de instrucci:n; 4) Supervision de recreo y autobus.

Announcement

The P.A.S.F. Play "Los Pantalones" written by Spanish Author Alvaro Quintero will be presented on December 17-18 at 7:30 p.m. in the High School Auditorium. Student tickets will cost 35c and adult tickets will cost 50c.

Anuncio

El P.A.S.F. presentará una comedia "Los Pantalones" obra del autor Alvaro Quintero. La comedia será presentada el 17 y 18 de diciembre a las 7:30 por la noche en el auditoria de la Escuela Secundaria. Admissión para estudiantes será 35c y 50c para adultos.

Programa de Comida Gratis

La Oficina del Welfare del Condado de Hidalgo, que está en Edinburg, tiene un programa de comida cuyas familias no saben que existe. También no saben como trabaja y cuales son las calificaciones de este programa. Por esta razón hicimos una investigacion y ahora le pasamos la siguiente información a usted.

Para calificar para que pueda recibir esta comida, las personas que hacen su aplicación deben ser ciudadanos Americanos o que tengan su pasaporte.

Las lineas por las que se guian son las siguientes:

Miembros en la familia	Dinero que entra en la Familia por mes
5	$230.00
6	250.00
7	290.00
9	310.00
10	325.00
8	290.00

Arriba de esto—$15.00 por persona.

En otras palabras, una familia de cinco no debe exceder de la entrada de dinero de $230.00 al mes. Cualquier familia con más de 10 miembros no debe exceder la entrada de dinero de $15.00 por persona por mes. La aficina del Condado de Welfare esta localizada en Edinburg en esta dirección: 402 W. 13th Street. El numero de telefono es 383-2421. Las horas de oficina son el lunes de las 8:00 de la mañana hasta las 2:00 de la tarde. Esperamos que esta información sea de gran valor para toda familia que está interesada en este programa.

Commodity Food Program

The County Welfare Office of Edinburg has a Commodity Food Program. Many Edcouch-Elsa families do not know that this program exists, how it works, and who qualifies for it.

To qualify for this Commodity Food Program, you must be a U.S. citizen or have a Mexican passport. The scale of the standards on families are as follows.

Members in Family	Family Income per month
5	$230.00
6	250.00
7	290.00
8	290.00
9	310.00
10	325.00

Over this—$15.00 per person.

In other words, a family of five must not exceed an income of $230.00 a month and soon. Any family with over ten members must not exceed an income of $15.00 per person per month. The County Welfare Office is located at 402 W. 13th Street in Edinburg. Their telephone number is 383-2421. The office hours are on Monday from 8:00 a.m. til 2:00 p.m. We hope this information will be of great value to all persons interested in this program.

No. 3 Federal Expenditures

The Edcouch-Elsa School District currently employs 46 classroom teacher aides or para-professional personnel. Twenty-four are paid for by Title I at a cost of $8,753.00 and 18 are paid with Title I Migrant funds at a cost of $45,793.00. The state for the first time provided one aide for every 20 classroom teacher thus earning the district four aides at a cost of $12,000.00. Aides are paid a minimum wage of $1.97 per hour or $15.75 for an eight-hour day. Aides must be high school graduates and residents of the school district. Aides perform such duties as: 1) Work with small group instruction; 2) perform clerical duties for teachers; 3) eat with the children in the cafeteria—we consider lunch an instruction period; 4) P. E. and Bus Duty.

Es La Temporada De Resfriados y Gripe

Como es la temporada del año en que resfriados y gripe son más predominantes, aquí hay pocas palabras de consejos designados a rebazar las incidencias y complicaciones del respiratorio.

En general se cree que el resfriado es una enfermedad causada por influencia maligna. No hay remedio alguno para curar esta enfermedad, pero hay maneras de reducir sus efectos.

Tenga cuidado cuando se reconocen las siguientes señales: estornudos, fiebre, dolor de garganta, ojos llorosos, y tos.. Si alguno de estos sintomas ocurre, póngale cuidado inmediatamente. Evite cambios de temperatura. Quedese en la cama, si es posible. Coma bien. Tome agua, jugos, y otros liquidos. Evite contacto con otras personas. Otras personas pueden tomar resfrio cuando se acercan a una persona que estornuda tienne tos, y tiene fiebre.

Guardese contra 'el resfriado siguinte! Haga ejercicios fisicos. Coma buena comida. Duerma bastante. Respire bastante aire puro.

Favor de ponerse en contacto con su doctor de familia si hay fiebre, tos, o toros sintomas que continuen. Aunque los directores de las escuelas no desean que su niño este ausente continuamente, piensan que es mejor que su niño se quede un dia en casa al comenzar un resfriado en vez de muchos dias ausentes cuando el resfriado sea peor.

Lecciones Gratis de Guitarra

Las lecciones gratis de guitarra, dadas or Diana Barkelew y Natividad Ybarra el martes por la noche de las 6:30 a las 7:30 en la escuela primaria de John F. Kennedy, han tenido mucho éxito. Se espera recibir unos ayudantes, posiblemente entre los que han tomado lecciones antes, y por eso, será más facil dar intrucción individual a todos los estudiantes.

Se recuerda a todos los estudiantes que ya atienden la clase y los que piensen atender que todos necesitan una guitarra para tomar las lecciones. Si no tiene guitarra, consiga una prestada. Si piensa aprender guitarra, compre una que esté buena pero barata.

It is easy in the years of childhood to cripple human ambition and ability. There is now scientific evidence that the children of families in the lower socio-economic group have a great fund of ability, and many new abilities, not recognized or developed by the public schools. The public school in America must be the ladder of the people.—Allison Davis.

It's the Season For Colds and Flu

Since this is the season of the year when colds and flu are most prevalent, a few words of advise designed to cut down on the incidence and complications of respiratory disease are timely.

The common cold is generally believed to be an infectious disease caused by a virus. There is no specific preventative or known cure; however, there are certain measures that can be carried out to lessen the spread and severity.

Be alert to these signals: sniffles, sneezes, coughing, sore throat, aching muscles, running eyes, and fever.

If any of these symptoms appear, take care immediately. Avoid quack changes in temperature. Stay in bed, if possible. Eat well-balanced meals and drink plenty of liquids to tone up your system and help elimination. Avoid contact with others. Be thoughful of others, and keep your cold or flu to yourself. Colds and the flu are catching. Sneezing and coughing are especially likely to spread germs if the nose and mouth aren't covered when the sneese or cough occurs.

Guard against the next cold. Build up your resistance by keeping physically fit, eating good foods, exercising, and getting adequate rest and sleep and plenty of fresh air.

Always contact your family doctor if fever, cough, or other symptoms persist. Although the school officials do not want your child to miss school continuously, one day at home at the beginning of a cold might prevent more days absent later.

One exagerates the short-comings of the place one is in.

—Stendhal

Suggestions (Sugestiones)

Name ______________________
(Nombre)

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Address ______________________
(Dirección)

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Suggestions ______________________
(Sugestiones)

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Tropa #154 de los Boy Scouts de Elsa

En el 21 y 22 de noviembre fué la tropa No. 154 para tomar parte en un "camporee". Ha ganado muchos premios. Muchas tropas de pueblos por el valle del Rio Grande han tomado parte en este "camporee" anual, que tuvo lugar en el lago de Carters en Mercedes.

Los "scouts" de tropa No. 154 han participado en 9 eventos: paseando en canoa, formando nudos, consiguiendo el compás, haciendo fuego, subiendo cuerdas, hirbiendo agua, cortando leña, elevando por cuerdas.

La tropa recibió un premio del primer lugar (1st place) por haber tenido uno de los mejores lugares del campo por su limpieza, actividades en el campo. También, la tropa ha ganado más puntos que cualquier otra tropa en el "camporee"—un total de 3,156 puntos.

Tropa No. 154 está dividida en patrullas y cada patrulla tiene su propio nombre. Las patrullas han recibido premios también. La patrulla de el aguila recibió el premio del primer lugar en tripular la canoa y quemando cuerdecitas y el premio del segundo lugar hirbiendo agua. La patrulla de los osos recibió el quemando cuerdecitas y cortando leña. La patrulla de los panteras ganó el premio del primer lugar en echando ropes y el premio del segundo lugar en subiendo cuerdas. La patrulla de los culebras de cascabel ganó el premio del tercer lugar en consiguiendo el compás.

El Sr. Eugenio Gutierrez ha anunciado que el "Scout del Mes" (Scout of the Month) para el mes de noviembre fue Juan Alaniz. Juan estudia en el grado séptimo en la escuela primaria Central y es un lider para la patrulla de las cobras. La patrulla de las cobras recibió el premio de "La Patrulla del Mes" para el mes de Noviembrie.

Si usted tiene un hijo que se interese en la tropa No. 154 en los Boy Scouts, el puede ir a las juntas semanales, todos los lunes a las 7:30 por la noche en la cafeteria de la escuela primaria de John F. Kennedy.

Merry Christmas and a Happy New Year

The Administration of Edcouch-Elsa wishes everybody a Very Merry Christmas and a Happy New Year hoping that your holidays will be full of the joy that Christmas brings. We hope to see all school children back in school safe and sound on January 4 1971.

Boy Scout Troop #154 of Elsa

On November 21st and 22 Boy Scout Troop No. 154 of Elsa took part in a camporee, winning several awards. This annual camporee was attended by Boy Scout troops from towns throughout the Valley and was held at Carter's Lake in Mercedes.

The scouts from troop No. 154 participated in nine events: canoeing, knot tying, compass reading, fire building, rope climbing, rope swinging, water boiling, log sawing, and rope hoisting.

The boys were awarded a first place ribbon for having one of the best camp sites. Camp sites are judged on cleanliness and campcraft. Troop No. 154 was also recognized for having earned the most points in the camporee—a total of 3,156 points.

Individual patrols also received awards. The Eagle Patrol was awarded a first place in canoeing and string burning and a second place in water boiling. The Bear Patrol was awarded a first place in string burning and log sawing. The Panther Patrol won a first place in rope throwing and a second place in rope climbing. The Rattlesnake patrol received a third

Mr. Eugenio Gutierres has an-
in compass reading.
nounced that the Scout of the Month for the month of November was Juan Alaniz. Juan is a seventh grader at Central Elementary and is a patrol leader for the Cobra Patrol. The Cobra Patrol received the Patrol of the Month award for the month of November.

If you have a son who is interested in joining Boy Scout troop No. 154, he may attend the weekly meetings, which are held evedy Monday at 7:30 in the Kennedy Elementary Cafeteria.

TIME FOR EVERYTHING

Take time to work—it is the price of success.

Take time to think—it is the source of power.

Take time to play—it is the secret of perpetual youth.

Take time to read—it is the foundation of wisdom.

Take time to be friendly—it is the road to happiness.

Take time to dream—it is hitching your wagon to a star.

Take time to love and be loved—it is the privilege of the gods.

Take time to look around—it is too short a day to be selfish.

Take time to laugs—it is the music of the soul.

—An old English prayer

Find some good quality in every child and praise it.—Anonymous

PROGRAMA TUTORIAL

El programa tutorial empezó aqui el dia lunes 23 de noviembrie, 1970. Los fondos para este programa vienen del gobierno federal de "Title One." En este programa se usan nuestros estudiantes para que les ayuden a los otros estudiantes que tengan problemas de sus clases. La idea es que hay mejor comunicaci:n entres los estudiantes.

El presente hay 6 tutores aqui en E-E y esperan aumentar hasta 30 en el mes de enero. Este programa da mucha ayuda a los estudiantes que no son migrantes y que tengan problemas en sus clases.

Este programa ocurre durante el periodo de "study hall," antes del mediodia, o cuando el tutor y el estudiante tengan tiempo de juntarse.

Los tutores son pagados a $1.25 por hora y cada tutor puede trabajar hasta 10 horas a la semana. Al presente los tutores estan atendiendo un programa de entrenamiento de 10 horas a la semana. Al presente los tutores estan enseñando a estudiantes que tienen problemas en las clases de geometria, ingles, y biologia.

El director de este programa es el Señor Pipkin y ha establesido unas calificaciones para ser aceptado como tutor.

El tutor debe hacer muy buen trabajo en la clase que va a enseñar. Tienen que tener una buena personalidad, y un buen caracter. Esas cosas son muy importantes para el tutor para que sea bien aceptado por los estudiantes que va a enseñar.

Luciano Ozuna y
Freddie Saenz

Equipo de Ciencia

Durante los pasados cinco años $10,664.00 se han gastado en equipo cientifico para la escuela secundaria. Este equipo se ha comprado con una combinasion de fondos locales y federales Title III de la National Defense Education Act proveó el 50 porciento de los gastos incurridos. Por esto mismo le ha costado al distrito solamente $5,332.00 para comprar este equipo y muebles. Estos gastos son aparte de los gastos anuales que el distrito local hace para comprar provisiones consumibles como quimicas y muestras biologicas. Materiales consumibles y provisiones no son eligibles bajo NDAE Title III.

La escuela secundaria tiene tres laboretorios y dos cuartos para dar catedras sobre los siguientes temas:

Grado 8—Ciencia—Jack LeClair, Joe Longoria.

Grado 9—Ciencia Fisica — Sr. Nichols.

Grado 9 y 10—Biologia—Rolando Peña.

Grado 10 y 11—Quimica—Robert Emig.

Grado 11 y 12—Fisica—E. D. Villanueva.

Grado 11 y 12—Biologia II — Jack LeClair.

Los requisitos minimos para graduar son un año de ciencia con cursos adicionales recomendados si el estudiante va a ir al colegio.

DREAMS

Hold fast to dreams. For if
dreams die,
life is a broken-winged bird that
cannot fly.
Hold fast to dreams. For when
dreams go,
life is a barren field frozen with
snow. —Lagnston Hughes

Science Equipment

Within the past five years $10,664.00 have been spent on science equipment for the high school. This equipment has been bought through the combined use of local and federal money. Title III of the National Defense Education Act provides for the reinbursement of 50 percent of expenditures. Therefore it has cost the local district only $5,332.00 to purchase this equipment and furniture. These expenditures are in addition to the annual expenditures that the local district makes for consumable supplies such as chemicals and biology specimens. Consumable materials and supplies are not eligible under NDEA Title III. Presently the high school has three science laboratories and two rooms used for lectures for the following subjects:

8th Grade — Earth Science — Jack LeClair, Joe Longoria.

9th Grade—Physical Science—Mr. Nichols.

9th and 10th—Biology—Rolando Peña.

10th and 11th—Chemistry—Robert Emig.

11th and 12th—Physics—E. D. Villanueva.

11th and 12th — Biology II — Jack LeClair.

The minimum requirement for graduation is one year of science with additional courses recommended if the student is going to college.

The world is full of people who have eyes and ears, yet do not see or hear. I would rather be blind and deaf than be one of these. The will to do and the power to think is the life of life.

—HELEN KELLER

TUTORIAL PROGRAM

The Tutorial Program was started here on Monday, November 23, 1970. The funds for this program are coming from Federal Government Title One Funds. This program is using our own school students to tutor other high school students who are having trouble in añy of the courses they are taking. The idea behind the program is that, there is more communication between students than there would be if teachers tutored them.

At the moment there are six tutors here at E-E and by January we hope to have at least 30 tutors. This Tutorial Program would be of much help to many students that are non-migrant and that are making low grades on their subjects, since the migrants already have an after-school program.

Tutoring takes place during study hall, before school, after school, weekends, at noon, or any time that is suitable for the tutor and the one being tutored.

The tutors will be getting $1.25 an hour for tutoring and each tutor can work up to 10-hour training program. Up to this time the tutors are tutoring students in the following classes: Geometry, English, and Biology. During January we hope to highly increase tutoring in English.

Mr. Pipkin is in charge of this tutorial program and has established some qualifications in order to be accepted as a tutor. A tutor must be doing outstanding work or the subject he is going to tutor. He must have a good personality, and a good character. These things are most important for the tutor so he will be accepted by the student he will tutor.

By Luciano Ozuna
and Freddie Saenz

High School — A Beginning

A few years back a student could graduate from high school and find a good job. Now days a high school diploma is not sufficient as jobs are becoming more technical and specialized. Additional training or education beyond high school is now required for most good positions of employment. Therefore it becomes very important for students and parents to begin thinking of a high school as the beginning in one's pursuit towards obtaining a good job. To achieve this goal one must first remain in high school and graduate. Even the most common jobs are closed to those not having a high school diploma.

The drop out rate has in the past, been very high, and the Edcouch-Elsa School District under the direction of Mr. Bell has undertaken to lower that rate.

If your child is having problems and is thinking of dropping out of high school—you should contact one of the high school counselors ,Mrs. Sorensen — Mr. Gutierrez, 262-1371) for help. They will be more than glad to talk to the parent and to the student.

Mr. Albert Hughes, Counselor at Central, is also available. They will come to your home and discuss the problem with you.

Remember, that dropping out of school only doubles the problem that currently exists.

In the next issue we will discuss college and technical training and how anyone can attend these schools. Now-a-days the only requirement is desire, as man sources of financial assistance are available.

Secundaria — Un Empiezo

En años pasados, un alumno graduaba de Secundaria y esperaba encontrar un buen trabajo. Ahora un diploma de Secundaria no es suficiente, porque los trabajos están muy especializados. Mas entrenamiento y educación se requiere para obtener un buen puesto.

Por esta razon, es muy importante que los estudiantes y padres empiezen a pensar que la secundaria es nada mas que un principio para poder obtener un buen trabajo.

Por esta razón, es muy impormos que termina ria secundaria y graduar. Hasta los trabajos comunes estan cerrados para aquellos que no tienen diploma.

En años pasados el numero de los que se salian de la escuela era muy alto. El Distrito Escolar de Edcouch-Elsa, bajo la dirección del Sr. Bell, ha hecho lo posible para bajar este numero.

Si su hijo e hija tienen problemas y piensan dejar de ir a la escuela, favor de ponerse en contacto con la Sra. Sorensen o el Sr. Gene Gutierrez, (262-1371) para que le ayude. Ellos tendrán el gusto de hablar con los padres y el alumno.

El Sr. Hughes que está en Central, tambien puede ayudarle. Ellos pueden ir a su casa y discutir el problema con usted.

Recuerde, que saliendose de la escuela nada mas complica los problemas que existen, no los remedia.

En el siguiente numero de este periodico discutiremos colegios y entrenamiento tecnicos y como pueden atender estas escuelas.

Gift from the Ford Motor Co.

Automotive equipment worth $2,462.00 has been donated to the Edcouch-Elsa High School by Ford Marketing Corp. through Donaldson Motor Co. in Weslaco, Texas.

The equipment was presented to Mr. Martin Peña, Assistant Superintendent, by Mr. S. R. Munden, service representative, of Ford Marketing Corp's Houston District. The presentation was made to the high school in Edcouch, Texas.

The items donated included a 302 engine, automatic transmission, and a rear axle assembly.

In making the presentation, Mr. Munden said the donation was a part of the Ford Marketing Corp's national aid-to-education program. The purpose of the program is to provide deserving schools with modern equipment to train student auto mechanics, he said.

The automobile mechanic of today is a highly trained technician whose abilities are widely respected and whose services are in great demand, according to Mr. Munden. Opportunities for young people with technical training in the automobile industry have never been greater, he said.

Nationally, Ford Marketing Corp. donated hundreds of thousands of dollars worth of automotive equipment to schools across the country during the past year. The aid-to-education contrabutions are made in cooperation with Ford, Lincoln-Mercury, Ford tractor and Ford truck dealerships which, in many instances, provide advice and maintenance service for the schools receiving the equipment.

Central Intermediate School Lista de Honor — Honor Roll

The following students are on thhe honor roll for the second sixweek's in Central Intermediate School. (Los siguientes estudiantes forman la lista de honor de la segunda seir semanas):

5th Grade A's & B's: Vera Boda, Rita Galvan, Santos Garate, Gilberto Izquierdo, Perla Montalvo, Guy Nichols, Olga Peralez, Norma Linda Rivera, Jo Natte Roe, Ricky Stewart, Beatriz Villalpando.

6th Grade—All A's: Michaelle Bingham, Ricky Gonzalez, Kelly McKinnis.

A's & B's: Rosa Cuellar, Esmeralda De Leon, Laura Elizalde, Javier Garcia, Ancira Garza, Gracie Montelongo, Humberto Montelongo, Belinda Riojas, David Rodriguez, Norma Rosas, Greg Salinas, John Sosa, Imelda Vasquez, Daniel Villarreal.

7th Grade—A's & B's: Kelleen Haller, Raul Marroquin, Carmen Medellin, Robert Pantaleon, Lesbia Ramos, Maria Tristan.

Regalo de la Compania de Ford

Equipo de automobil con un valor de $2,462.00 ha sido donado a la escuela de Edcouch-Elsa High School por la Ford Marketing Corp. por medio de Donaldson Motor Co. en Weslaco, Texas.

El equipo fué presentado al Sr. Martin Peña, superintendente asistente, por el Sr. S. R. Munden, representante de servicio. de Ford Marketing Corp's Distrito de Houston. La presentacion fue hecha en el high school en Edcouch, Texas.

Los aparatos donados incluyen un motor 302, tranamision automatica, y el eje d ela parte posterior de un camion.

Haciendo la presentacion, el Sr. Munden dijo que la donación era parte del programa nacional ayudando-a-educar de Ford Marketing Corp's. El proposito de este programa es para proporcionar a escuelas merecedoras con equipo moderno para entrenan estudiantes de mecanica de automobil, dijo el.

El mecanico de automobiles hoy es un tecnico de mucho estudio cuyas abilidades son respetadas y cuyos servicios estan en gran demanda, dijo el Sr. Munden.

Oportunidades para jovenes con estudio de entrenamiento técnico en la industria de automobiles, nunca ha sido mas grande, dijo el.

El Ford Marketing Corp. dona nacionalmente, cientos de miles de dolares de equipo automobilistico a las escuelas de la nacion durante el año pasado. Las contribuciones del programa de ayuda-a-educar son hechas en cooperacion con Cord, Lincoln-Mercury, tractores Ford, y camiones Ford quien, en muchos instantes, proporcionan consejos y mantienen servicios para escuelas recibiendo el equipo.

Elsa Day-Care Center Christmas Program

The boys and girls of the Elsa Day Care Center will present their annual Christmas program on Monday night, December 21st, at 7:00 p.m. Mrs. Ramona Riojas is extending a cordial invitation to everyone to come and enjoy the program.

Mrs. Riojas would also like to express her gratitude to all of the parents who worked so hard on the Day Care Center float, which received a 1st place in its division in the Second Annual Christmas parade on December 5th. The following parents put in na lot of time and effort to make the float such a success:

Mr. and Mrs. Terera Ayala, Mr. and Mrs. Martin Barco, Mrs. Maria de la Luz Barrera, Mr. and Mrs. Enrique Bazan, Mrs. Maria Bernal, Mrs. Gloria Beltran, Mrs. Nora Canales, Mr. and Mrs. Jose Cano, Mr. and Mrs. Clemente Casablanca, Mrs. Olga Castañeda, Mr. and Mrs. Martin Castillo, Mr. and Mrs. Maximo Cortez, Mr. and Mrs. Jose Davila, Mr. Pedro Flores, Mrs. Sabina Fuentes, Mr. and Mrs. Ramiro Fuentes, Mr. and Mrs. Jose Garza, Mr. and Mrs. Ramon Garza, Mrs. Delia Garza, Mr. and Mrs. Valeriano Gonzalez, Mr. and Mrs. Benjamin Martinez, Mr. and Mrs. Candido Gonzalez, Mrs. Aurora Hancock, Mrs. Evangelina Hernandez, Mr. and Mrs. Jose Angel Hinojosa, Mr. and Mrs. Jose Martinez, Mr. and Mrs. Armando Ochoa, Mrs. Adelina Peralez, Mrs. Eugenia Pantaleón, Mr. and Mrs. Reynaldo Rendon, Mr. and Mrs. Guadalupe Rivas, Mr. and Mrs. Federico Ruiz, Mr. and Mrs. Sotero Saenz, Mrs. Adela Sanchez, Mr. and Mrs. Guadalupe Sanchez, Mr. and Mrs. Gabriel Sauceda, Mrs. Maria E. Tapia, Mrs. Ramona Medina, Mrs. Emma Vega, Mr. and Mrs. Justo Vela, Mr. and Mrs. Rafael Vela, and Mr. and Mrs. Guadalupe Villarreral.

The staff members of the Day Care Center also worked on the float. The staff members include: Mrs. Ramona Riojas, head teacher; Mrs. Leocadia Castillo, teacher; Mrs. Victoria Silva, teacher; Mrs. Otila Zamora, teacher; Mrs. Amelia Alba, teacher's aide; Mrs. Maria E. Tapia, teacher's aide; Mrs. Sabina Fuentes, teacher's aide; Mrs. Sixta Tijerina, cook; Mrs. Lupita Rendon, custodian; and Mrs. Augustina Reyer, custodian.

I want, by understanding myself, to understand others.

—Katherine Mansfield

Life has no pleasure nobler than that of friendship.

Programa de Navidad Por El Centro De Cuidado Infantil de Elsa

Los niños del centro de cuidado infantil de Elsa presentaran su programa anual de Navidad el lunes, 21 d ediciembre, a las 7:00 por la noche. La Señora Ramona Riojas les invita a todos que vengan al programa y diviertanse.

También, la Sra. Riojas desea dar gracias a todos los padres que ayudaron con la construccion y decoracion del carro alegorico que recibio el primer premio en el segundo desfile anual de Navidad el 5 de diciembrbe. Los siguientes padres han trabajado mucho:

Sr. y Sra. Teresa Ayala, Sr. y Sra. Martin Barco, Sra. Maria de la Luz Barrera, Sr. y Sra. Enrique Bazan, Sra. Maria Bernal, Sra. Gloria Beltran, Sra. Nora Canales, Sr. y Sra. José Sano, Sr. y Sra. Clemente Casablanca, Sra. Olga Castañeda, Sr. y Sra. Martin Castillo, Sr. y Sra. Maximo Cortez, Sr. y Sra. Jose Dávila, Sr. Pedro Flores, Sra. Sabina Fuentes, Sr. y Sra. Ramiro Fuentes, Sr. y Sra. José Garza, Sr. y Sra. Ramon Garza, Sra. Delia Garza, Sr. y Sra. Valeriano González, Sr. y Sra. Benjamin Martinez, Sr. y Sra. Candido González, Sra. Aurora Hancock, Sra. Evangelina Hernandez, Sr. y Sra. José Angel Hinojosa, Sr. y Sra. José Martinez, Sr. y Sra. Armando Ochoa, Sra. Adelina Peralez, Sra. Eugenio Pantaleón, Sr. y Sra. Reynaldo Rendon, Sr. y Sra. Guadalupe Rivas, Sr. y Sra. Federico Ruiz, Sr. y Sra. Satero Saenz, Sra. Adela Sanchez, Sr. y Sra. Guadalupe Sanchez, Sr. y Sra. Gabriel Sauceda, Sra. Maria E. Tapia, Sra. Ramona Medina, Sra. Emma vega, Sr. y Sra. Justo Vela Sr. y Sra. Rafael Vela y Sr. y Sra. Guadalupe Villarreal.

Los empleados del Centro de Cuidado Infantil han trabajado en el carro alegorico tambin. Estos empleados incluyen: Sra Ramon Riojas, maestra directora; Sra. Leocadia Castillo maestra; Sra. Otilia Zamora maestra; Sra. Amelia Alba ayudante; Sra. Maria E. Tapia ayudante; Sra. Sabina Fuentes ayudante; Sra. Sixta Tijerina cocinera; Sra. Lupita Rendon limpiadora; y Sra. Agustina Reyes limpiadora.

Feliz Navidad y un Prospero Año Nuevo

La Administracion de Edcouch-Elsa desea a todos una Feliz Navidad y un Próspero Año Nuevo. Que sus dias de fiesta sean llenos de alegria. Esperamos ver a todos los estudiantes que regresen a la escuela el dia 4 de enero de 1971.

PARENT-TEACHER CONFERENCES

The purposes of the teacher-parent conference should be to strenghten mutual interests and understanding of the role each plays in the child's welfare, to create good will for the school, and to promote understanding of the home-school relationship. Through the conference the parent may be able to see some of the difficulties involved in teaching, and the teacher may increase his understanding of the problems of parenthood.

Classroom teachers should conduct in-school group conferences at regular intervals throughout the year for the parents of children in their classes. Larger group conferences should also be held for all parents of children at each grade level. The smaller classroom group conferences take place during the school day and are designed to help parents understand the school program and what they can do at home to support school efforts. Parents should be asked to serve as hosts and hostesses at the meetings, to greet people at the door, to pin on name tags, and to serve refreshments. Parents attending the room conferences should also be invited to make appointments with the teacher for individual conferences. The room conferences are valuable for both professional staff and the parents. Parents reveal their attitudes toward their own concerns and needs. The more teachers know about the parents, the more they can help the children. Parent-teacher and in-school room conferences can help the school staff to:

- Find more ways the school and parent can work together to help the child.
- Identify pupil's strengths and weaknesses.
- Identify and focus on the related needs of each pupil.
- Acquire knowledge and understanding of students' home backgrounds.
- Determine parents' attitudes toward education and the school.
- Gain the confidence of the parents.
- Inform parents to the importance of their role in the child's educational process and suggest ways the parents can help the child improve his academic performance in such areas as content mastery, socialization, and self-image.
- Help parents understand new educational programs and their implications.
- Improve both the child's attendance and his meaningful participation in school.
- Demonstrate to parents that school staff members are sincerely interested in the education, welfare, and health of the child by .

discussing the child's progress in school.

- Allow parents to discuss any concerns they may have about their child's learning or behavioral difficulties
- Develop parental awareness of the value of education in helping each child meet the social, economic, and civic responsibilities he will face.
- Select volunteer aides.
- Facilitate the arrangement of home visitations and home activities by the visiting teacher, community aides, and migrant teachers.
- Encourage the parents into planning for school programs or field trips.

When parent-teacher conferences are conducted during school hours, the administration should free teachers from other duties so they can participate. If parents cannot attend during school hours, conferences should be schedule before or after school -- either at school or in the home. In planning parent-teacher conferences, the school staff should:

- Establish the day and hour for the conference and communicate this information to the parent.
- Establish the purpose for the parent-teacher conference.
- Prepare for the parent-teacher conferences by:
    - Collecting samples of the pupils' work.
    - Preparing notes on pupils' strengths and weaknesses.
    - Obtaining from the principal or other teachers, background information about the parents -- home conditions, other children, or any information which will be helpful in discussing the conference topics.
    - Reviewing all available information that relates to each pupil's growth.

PARENTAL WORKSHOPS

Parental workshops are as necessary as informal conversations and conferences. In the workshop sessions, parents and educators have another opportunity to meet and communicate. This communication results in parental understanding of the importance of early childhood growth and development and the relationship of this growth to learning, health, and nutrition. Parent meetings should focus on local needs, but the following topics can also be used:

- The characteristics of early childhood growth and development.

- Parental problems in child rearing, e.g., discipline, study habits, activities, etc. .
- Discussion of nursery rhymes, story-telling in the vernacular, songs, and dances which will help strengthen cultural self-image.
- Adult basic education classes which are available locally, and their significance.
- Information concerning child health care.
- Cultural enrichment programs, such as trips to museums, libraries, department stores, factories, parks, or zoos.
- Consumer education.
- Community involvement in planning and developing all extracurricular activities.
- Community involvement in school attendance and behavioral problems.
- Methods for acquainting parents with community programs and ways they can participate in such programs.
- The value of good nutrition and ways to develop good health habits through meal planning, food preparation, food purchasing, etc.
- Presentation of commercial and school-made materials to show how they are used to strenghten the school instructional program.
- Instruction in how parents can use certain materials to help their children learn mathematics, reading, spelling, handwriting, and English.
- How to develop materials, methods, and techniques which promote verbal interaction between parents and their children.

BASIC EDUCATION FOR PARENTS

A community involvement program should offer parents who are working and able an opportunity to advance themselves academically. For those without formal schooling an educational program should be designed which will:

- Teach adults to read and write.
- Raise substantially the educational level of such adults with the goal of reducing the chances that they would become dependent on others.
- Increase opportunities for more productive and profitable employment.
- Better prepare migrant parents to meet their economic and social responsibilities.

For parents without any formal schooling, a bilingual program could be designed which would bring all participants to a minimum of sixth grade achievement levels in the usual academic areas of mathematics, science, social studies, and language arts.

For parents who have some formal schooling or who have achieved academically in other ways, provision should be made for that education to continue. An immediate and reasonable goal is a high school equivalency diploma (General Educational Development). In addition, serious thought should be given to aiding adults who desire further vocational or academic education.

PARENT EDUCATION

For most Mexican American migrant children, English is a second language. The child, normally, begins school late in the year. So the young child entering school for the first time -- and late at that -- is generally at a disadvantage.

Parent education can be of much benefit to many economically deprived children. Young people are inquisitive, and many parents do not realize this is the time in a child's life that he should be helped and encouraged to learn about the world about him.

Parent education lessons can be school or home program activities. Preschool and/or Kindergarten teachers should prepare lessons in both English and Spanish. The majority of preschool children will need activities in Spanish, but some parents may be able to present them in both languages.

Techniques of presentation are simple. The teacher should role play the lesson using the migrant parents as the pupils. She should then give the parent an opportunity to take her place and role play the lesson.

Demonstrations of this type are excellent projects for home program activities. One demonstration is enough; from then on parents will need only the lessons.

If the district has an early childhood program, the lessons can be a reinforcement element or review of what has been stressed at school. Teachers assuming the role of the parent and the parent the role of the child and then reversing the procedure will do much to impress the parents with the importance of guiding their children and teaching them the essential tools of language. Parents will realize how much teaching is actually going on and how much their children can learn.

A migrant teacher must feel free to express her knowledge of how children learn and be as innovative as she wishes. She must make use of the material things the child will encounter and the activities that surround him. The following is a sample of a Parent Education Lesson for four- and/or five-year-olds:

THE FAMILY

Purpose: To help the child review the names of different members of a family by playing a finger game.

Material: None

Procedure:

1. Tell your child that you are going to tell him a story and that he is going to learn it.

   Sample:

   Parent: I am going to tell you a story. Listen so you can learn how to play this game.

2. Hold up your right hand with all of your fingers extended. Tell your child that your hand is a family.

   Parent: This is a family.

3. Point to each finger and tell your child what family member each is.

   Parent: (Point to the thumb.) This is the father.
   (Point to the first finger.) This is the son.
   (Point to the middle finger.) This is the daughter.
   (Point to the ring finger.) This is the baby.
   (Clasp your hands together.) I love them all!

4. Tell your child to hold up his hand. Tell him to repeat the name of each family member as you say it.

   Parent: Hold up your hand. I will tell you who each finger is and then you repeat what I said.

   Parent: This is the father.

   Child: This is the father.
   (Be sure your child repeats the complete sentence.)

   If your child does not repeat what you have said, ask him who the thumb is.

   Parent: (Point to your child's thumb.) Who is this?

   Child: This is the father.

5. Finish the game. It will take time for your child to learn this game. You should play it with him often.

Suggestions:

1. Talk with your child about his own family.

   Sample:

   Parent: Name the persons in our family.

   Child: Mother, Juan, Gloria...
   (Be sure your child names himself.)

   Parent: Name the girls in our family.

   Child: Gloria, Julia...

   Parent: Name the boys in our family.

   Child: Juan, Martín...

2. Ask your child if his brothers and sisters are your sons or daughters.

   Parent: Is Julia my son or daughter?

   Child: Daughter.

   Parent: Are you my son or daughter?

   Child: Son/Daughter.

La familia

Proposito: Ayudarle al nino a repasar los nombres de diferentes miembros de una familia al jugar un juego usando los dedos de la mano.

Materiales: Ninguno

Procedimiento:

1. Dígale al niño que Ud. le va a decir un cuento y que el lo va a aprender.

   Ejemplo:

   Mamá: Voy a decirte un cuento. Escucha para que aprendas a jugar este juego.

2. Levante la mano derecha y extienda los dedos. Dígale que la mano es una familia.

   Mamá: Esta es una familia.

3. Apunte a cada dedo y dígale que miembre de la familia es cada uno.

   Mamá: (Apunte al dedo pulgar.) Este es el papá.
   (Apunte al dedo indice.) Esta es la mamá.
   (Apunte al dedo de en medio.) Este es el hijo.

(Apunte al dedo anular.) Esta es la hija.

(Apunte al dedo Menique.) Este es el bebe.

(Apriete juntamente las manos.) ¡Yo los quiero a todos!

4. Dígale al nino que levante la mano repitiendo el nombre de cada miembro de las familia cuando Ud. se lo diga.

Mamá: Levanta la mano. Yo te diré a quien representa cada dedo y luego tu repites lo que diga.

Mamá: Este es el papá.

Niño: Este es el papá.
(Asegurese que el niño repita la oración completa.)

Si no repite lo que Ud. ha dicho, pregúntele quien es el dedo pulgar.

Mamá: (Apunte al dedo pulgar del niño.) ¿Quién es este?

Niño: Este es el papa.

5. Termine el juego. Deben jugarlo con frecuencia para que el niño lo aprenda bien.

Sugerencias:

1. Hable con su niño tocante a su propia familia.

Ejemplo:

Mamá: Nombra las personas en nuestra familia.

Niño: Mama, Juan, Gloria...
(Asegurese que el niño también se nombre el mismo.)

Mamá: Nombra las muchachas en nuestra familia.

Niño: Gloria, Julia...

Mamá: Nombra los muchachos en nuestra familia.

Nino: Juan, Martín...

2. Preguntele si sus hermanos y hermanas son sus hijos o hijas.

Mamá: ¿Es Julia mi hijo o mi hija?

Niño: (Su) hija.

Mamá: ¿Eres tu mi hijo o mi hija?

Niño: (Su) hijo/hija.

COMMUNITY RESOURCES

WHAT ARE COMMUNITY RESOURCES?

A community resource is an entity which may be useful or valuable to a community. It is valuable if it is or can be used effectively, yet it may be present for many years before its use or value is recognized.

There are two basic types of community resources:

- Established resources -- agencies which have an official structure. Organized to help people, these may be governmental agencies or private organizations. Examples might be State Department of Public Welfare, Texas Employment Commission, Health Department, the Lions Club, Chamber of Commerce, Boys Scouts, etc.
- Unestablished resources -- individuals or institutions. Institutions could include the local high school, the fire department, and churches; individuals would be those with a special talent or ability as well as the desire to be of service.

Why should community leaders be concerned about community resources? As a community organization becomes more efficient and does more for its members, persons outside the community will begin to notice. At this point, the organization might be asked to participate in activities with other organizations. Thus, the organization that is useful to its own members ultimately will be respected and used by the larger community.

USING COMMUNITY RESOURCES

There are certain techniques that prove helpful in working with community resources. Here are some steps to think about:

- Find out what the resource agencies are and what they have to offer. Do they have leaders who can be of service? Perhaps they can provide speakers who can give a talk of interest to the community. Does the resource agency have instruction available? Perhaps they have films, tapes, or other materials. Maybe they can provide ideas on how to conduct a successful project. Often an outside agency can provide moral support, and sometimes organizations and clubs can lend prestige even though they may have limited funds. The local school should be recognized as an important resource.
- Make contact with the resource agency. Find out where they are, and who their officials or leaders are. If a visit is required, make appointments. Try to give a good presentation and have a good appearance. Finally, be organized! Don't send a handful of people to an agency without informing them of what they should do or say once they get there.
- Coordinate with the resource agency. Very often they also are in need of assistance. The Parent Advisory Committee can provide

information which is needed by the agency. If help is offered, the committee should ask what they can do to facilitate that help.

- Follow-up the contacts; keep checking on the resource agency. Keep them aware of your interest in their ability to help. An initial visit may not guarantee results; remember that others are also asking the same people for help.
- Show appreciation. Whenever possible, tell the resource agency or helping organization that their help was appreciated. Remember that agencies have to write reports and that other organizations keep minutes; if you send them a letter of appreciation, it makes them look good too! In some instances, such as with individuals, a telephone call will be sufficient. In exceptional cases where great help was given, a well-written letter to the superiors of the agency representatives who help can be of value. If feasible, the helping agencies should be invited to the function or the inauguration of the completed activity or project.

Mass media are an important community resource.

- Newspapers of the larger cities should be read by someone in the organization for ideas and for sources of help or money.
- Educational television as well as commercial stations can have programs of benefit.
- Radio is important for announcements of projects or drives.

A newsleter, a community bulletin board, the Parent-School-Community Periodical, can also be used to publicize items of interest to the general public.

A Community Resource Handbook can be of help to all organizations. The yellow pages of the telephone book can be a source of information in developing the handbook. If no handbook is available, a project could be to develop one. Classify organizations according to those you can work with, those you potentially can work with, and those that have no interest or desire to work with you and you must encourage them to do so. This process will enable you to devote your time and effort to working with groups that will move forward with you and have a genuine interest in the development of the community.

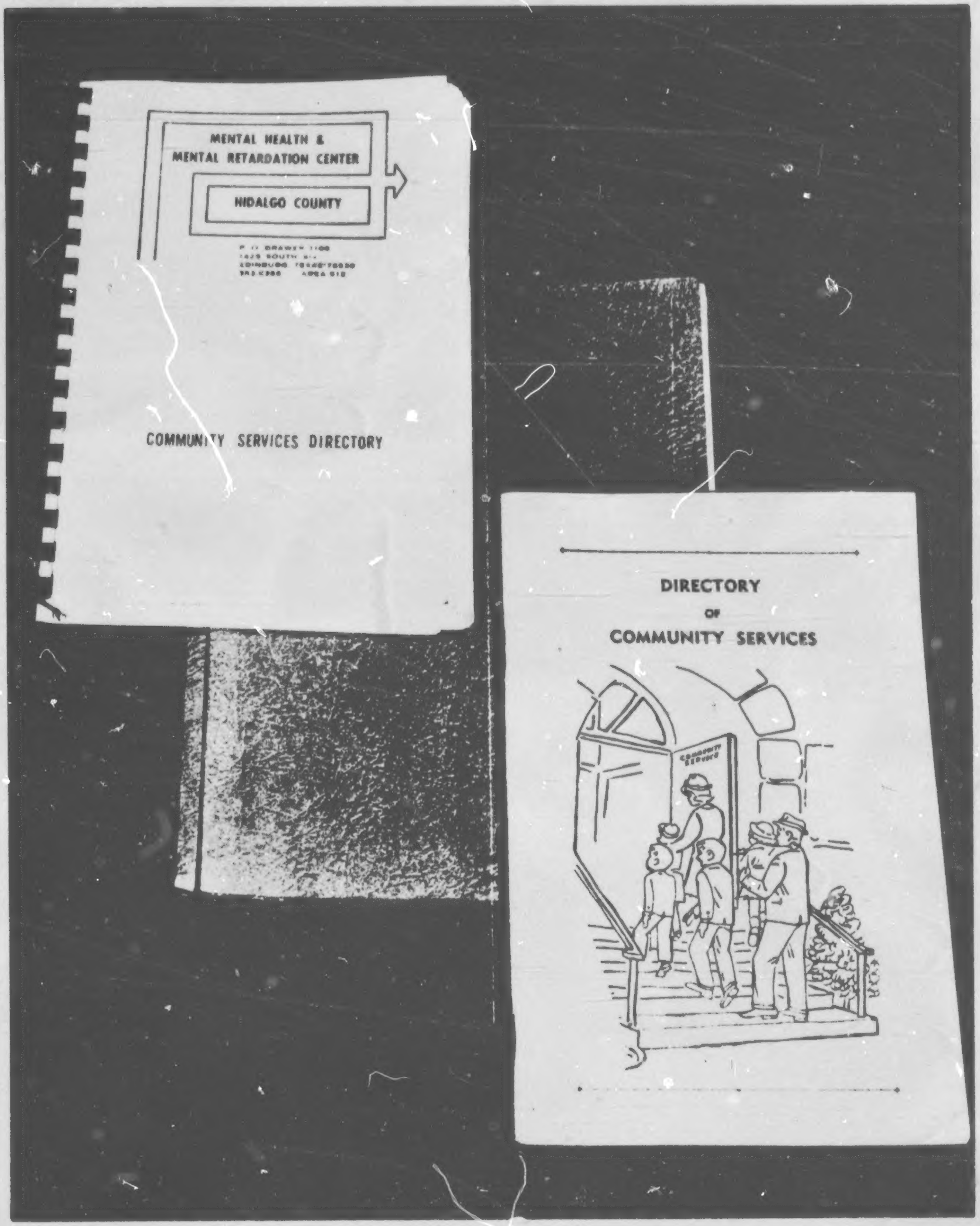
It is recommended that the Community Agent and/or Community Aide compile a Referral Project form when a migrant child or a parent is referred to a social or service agency.

See page 114 for Referral Report form.

THE COMMUNITY SERVICES DIRECTORY

The PSCI Program plan emphasizes the importance for PSCI personnel to discover if the community or the area has a directory of all social-service agencies that can be of help to the migrant parent and his children. If there is none available, a suggested project is to compile one.

The following examples are from two different manuals. One is from the Rio Grande Valley area in Texas, and the other is from the Opelousas area in Louisiana.



MENTAL HEALTH &
MENTAL RETARDATION CENTER

HIDALGO COUNTY

COMMUNITY SERVICES DIRECTORY

DIRECTORY
OF
COMMUNITY SERVICES

COMMUNITY SERVICE

Excerpt From Hidalgo County, Texas, Mental Health and Mental Retardation Community Services Directory

ASSOCIATED CITY-COUNTY ECONOMIC DEVELOPMENT CORPORATION OF HIDALGO COUNTY

314 South Closner
P. O. Box 1198
Edinburg, Texas 78539

838-6271

Executive:

Eliseo Sandoval	Executive Director
Luis Ramirez	Asst. Executive Director
Rodolfo Salinas	Comptroller
Fernando Cavazos	Asst. Comptroller
Ruben Cuellar	Procurement & Inventory
Gloria De La Cruz	Public Relations
Karen Grey	Personnel Director
David Newton	Program Writer
Alonzo Perez	MIS & Planning Director
Petra Benavides	Executive Secretary

Function:

To mobilize the human and financial resources of the Nation to combat poverty in Hidalgo County. This is accomplished by applying for and operating programs to help the indigent in the fields of education, housing, health, economic development, migrant and manpower.

Source of Support:

Federal and local non-federal funds.

Excerpt From Opelousas, Louisiana,
North Elementary School
Directory of Community Services

ST. LANDRY PARISH SPECIAL EDUCATION

St. Landry Parish School Board Office
Creswell Lane
Opelousas, Louisiana

Supervisor: Gordon Bordelon
Phone: 942-3524
By Appointment

SERVICES RENDERED:

Application may be made for any exceptional child. No limitations. During screening if any medical problem appears, a medical check-up is required. In cases of emotional disturbances, there must be a psychiatric evaluation. Hospitals or home teaching services are available, including bedside services. TB patients, children and adults, may be educated.

INFORMATION:

No fees or charges. During school session, must have referral from schools, doctors, other agencies, court, etc. During summer, may call directly for appointment. Waiting period for most cases due to heavy case loads.

ST. LANDRY SCHOOL BOARD
SPEECH AND HEARING DEPT.

Creswell Lane
Opelousas, Louisiana

Supervisor: Gordon Bordelon
Director: Mrs. Edna McManus
Phone: 942-3524

SERVICES RENDERED:

Work with school children with speech and hearing disorders, follow-up on hard-of-hearing children in public schools, plus therapy for speech disorders at all ages.

INFORMATION:

Give extensive audiological diagnostic services.
A therapist, based in each school of the parish, acts on the referral made by a classroom teacher, Principal, or other related agencies.
Extensive audiological diagnostic services are provided at no cost to child or parent.

"LAS COMIDAS" COOKBOOK

Parent, students, teachers and education service center migrant consultants have worked as a team to develop a unique cookbook, "Las Comidas". Many of the recipes had never been written, but were handed down verbally from mother to daughter. The recipes were submitted in English and/or Spanish. The following is a proposal for the development of "Las Comidas". This project could be implemented by any interested school district with the aid of the Visiting Teacher and/or Community Aide.

Students: (Grades 1-12)

- Collect, edit, translate, type, design the format of the cookbook.
- Each site will have a student committee assisted by counselor or migrant resource teacher and help of an Education Service Center (ESC) consultant.
- Each site will have cover designed by student from that site and student editors from that site.
- Each site will have opportunity to send students on editorial committee to ESC for workday in graphics and layout for final format.
- Assist in Las Comidas, a culminating "Cook-in" and sale kick-off for cookbook at site.

Parents:

- Will submit recipes in English and/or Spanish (cookbooks will have recipes in both languages).
- Duplications with as much as ½ teaspoon variation and ingredient or time difference will be included.
- Will assist in preparation of food for Las Comidas, a culminating "Cook-in" where meals and cookbooks are sold.
- Will be recognized throughout the region for their contribution, i.e., each site will identify contributor and location. The final cookbook will include recipes from the migrant sites.

Schools:

- Will provide personnel assistance, counselor or migrant resource person to assist with translation for the bilingual "Las Comidas" and the collection of materials.
- Will assist with parent contact to pull in data (recipes) and to determine best staff (students) for site editorial board.
- Will provide adequate schedule, typewriters, paper for rough drafts of recipes.

.. Will sponsor a one-day workshop to finalize plans for the cookbook. Students, parents, and service center migrant consultants will participate in the workshop.

.. Will provide space for "Las Comidas" Cook-in. Parent Advisory Committee chairman for each site will meet with students, and counselor to arrange for parent contact and planning.
E.G.: tickets for "Las Comidas" can be sold ahead of time. Each parent may contribute or be reimbursed for food prepared from ticket sales. (If possible, each parent will prepare recipe submitted.)

Community:

.. Will become aware of positive activity in migrant program.

.. Will share in the richness of a cultural experience.

.. Will recognize the capacity and potential of their children through the final product.

Education Service Center Migrant Consultants (ESC):

.. Will serve as general compilation point and source for skill modeling and demonstration of recipes where necessary.

.. Will assist in dissemination of final product (cost to cover production only).

.. Will assist in preparation (mimeo or printing which will be reimbursed by sales of cookbook).

*Some excerpts from "Las Comidas" are:

TORTILLAS

4 cups flour	½ cup lard
3 teaspoons baking powder	1½ cups warm water
1 teaspoon salt	

In bowl mix flour, baking powder, salt, and lard. Add warm water and mix together until it is like pie dough. Divide into ten balls or biscuits. Roll each out with a rolling pin and shape with hands. Cook in a hot iron skillet. Cook on one side, and then turn over and cook on the other.

TORTILLAS

4 tazas de harina	½ taza de manteca
3 cucharita de espaura	1½ tazas de agua tibia
1 cucharita de sal	

En una sopera revuelva la harina, espaura, sal, y manteca. Echele la agua amasela y luego que este toda bien amasada. Haga los testales y destiendalos con un palote, cocela en un comal o sarten caliente un lado primero y luego voltease hasta que se cosa bien.

*NOTE: There are regional, dialectic, and textbook differences which are reflected in the names and directions of the recipes.

BUNUELOS

2 tazas de harina	2 huevos
2 cucharitas de manteca	2 o 3 cucharas grandes de manteca (para freir los bunuelos)

Primero se amasa la harina y azucar con los huevos y la manteca. La masa debe quedar como la de tortilla. Se destiende con una tabla y palote.

Se hace un testal chiquito para una tortilla cluca y destiende muy delgadita. Se pone a secar un rato la tortilla por los dos lados antes de freir los.

Las 2 o 3 cucharas grandes de manteca se ponen a calentar en un sarten grande hasta que este bastante caliente. Luego se mete la tortilla, dentro de la manteca caliente, hasta que se frei, bien por los dos lados. Con temperatura normal.

Se tiene listo un plato con azucar y caneia, para revolcar los bunuelos. Se pueden tostar enteros o, partir en 4 pedazos antes de freirlos.

Esta cantidad sirve como a 5 o 6 personas. Salen 15 bunuelos. Se hacen en diaz de Fiesta como navidad y ano nuevo. Se sirve con cafe.

* * * * * * * * * * *

PECAN CANDY

2 cans of Pet Milk	2 cups of pecans
4 cups of sugar	1 teaspoon of vanilla

Mix sugar with milk. Let boil on low flame for an hour. To test to see if it is done:

> In a large spoon get some water. Drop a little of the candy mixture into the spoon. If a soft ball forms, the candy is done. If not, boil again and test. When ready, remove from heat and add vanilla and pecans. Use a mold, or drop by spoonfuls on a pie piece of waxed paper.

DULCE DE LECHE QUEMADA

2 latas de leche del Pet	2 tazas de nuez
4 tazas de azucar	1 cucharita chica de vanilla

Se revuelve el azucar con la leche y se pone a hervir a juego manso por una hora, se meneia costantemente, para testarlo puede poner media cucharita en agua y si se ase pelotita ya esta a punto de dulce lo retira de la lumbre y le pone la vanilla y la nues que ya tiene preparada luego la pone en el molde que le guste.

CAPIROTADA

2 loaves white bread
1 medium box of raisins
1 package of cinnamon sticks
4 bananas (large), sliced
1½ lbs. cheese, sliced
1 quart water
4 cups sugar

Toast bread and boil water in sauce pan with cinnamon sticks and sugar, and raisins. Cut bread into halves. Place ½ loaf of bread in the bottom of a large deep sauce pan. Put a sliced banana, some slices cheese and sprinkle raisins on top of bread. Repeat steps until all ingredients are used. Pour water over mixture until it is soaked. Place pan on medium heat until the cheese melts and some of the water cooks away.

*This is eaten during Lent. It is an old Catholic custom.

CAPIROTADA

2 hogazas (barras)
1 caja de pasas
1 paquete de palos de
canela
4 bananas (grandes) rebanadas
1½ libras de queso rebanado
1 cuarto de agua
4 (copas) tazas de azucar

Toste el pan y hierva el agua en una cacerola con los palos de canela y el azucar y pasas. Corte el pan en medios. Ponga un cuarto del pan en el fondo de una cacerola grande y honda. Ponga una banana rabanada, alguno de queso rebanado, y esparje pasas sobre el pan. Repita los pasos hasta que todos los ingredientes estan consumidos. Eche el agua sobre la mezcla hasta que esta mojada. Ponga la cacerola en una temperatura media hasta que el queso derrete y parte del agua evapora.

*Capirotada es comida durante la Cuaresma. Es una antigua costumbre Catolica.

* * * * * * * * * * *

MENUDO

5 lbs. of menudo (beef tripe)
2 pig feet
2 cans of hominy
1 tsp. of oregano
Chili powder to taste
2 cloves of garlic
Salt to taste

Put menudo and pig feet with salt for 2 to 4 hours. Until it is cooked real good. Then add the rest of the ingredients, let boil again until it is done. Serves 5 to 6 persons.

MENUDO

5 libras de menudo (limpio)
2 patas de marrano
2 latas de posolos
1 cucharita de oregano molido
Chile colorado
(segun el gusto)
2 dientes de ajo
Sal al gusto

Se pone a cocer sola la carne con la sal. Como de 2 a 4 horas. Hasta que este bien cocido. Despues se le pone todo lo demas y se deja cocer otro rato. Hasta que este cocido bien. Esta cantidad sirva como para 5 o 6 personas.

TAMALES

Filling:
2 lbs pork shoulder
1½ cup broth
10 tablespoons chili powder

Trim fat off meat, boil in enough water to cover until tender. Chop in small pieces. Dissolve chili powder in 1½ cup of broth. Add to meat, add more broth to make a thick sauce. Salt to taste and simmer.

Dough:
10 cups Quaker Masa Harina
2 tablespoons salt
1 lb. (dry corn husks)
1½ cups lard
Broth left from meat of filling

Separate and clean corn husks, soak in hot water for about 30 minutes. Dry thoroughly. Add salt and corn meal to lard. Add broth a little at a time and mix by hand until dough is of spreading consistency. Take one corn husk, hold lengthwise and spread the dough across the middle about 3 inches from the top and bottom of husk. Place a heaping teaspoon of filling in the center of the dough. Fold both sides of husk towards the middle and tie both ends with narrow strips of corn husk then place in pot. Steam 1 hour.

TAMALES

Relleno:
Pongase a hervir:
2 libras de carne de puerco picada hasta que este bien cocida. En otra sopera revuelva bien 10 cucharadas de chile en polvo y 1½ taza de caldo de carne . Agregue el caldo, la carne y la sal y cuezase a fuego lento.

Masa:
10 tazas de masa harina
2 cucharadas de sal
1 libra de ojas de maiz
1½ tazas de manteca
Caldo de carne

Lava las ojas de maiz y remoje 30 minutos. Seque bien. Agregue la sal, la masa y la manteca. Anada caldo de carne y mezcle hasta este cremosa. Embarre las ojas con la masa y tape con el relleno. Doble las ojas y ponga los tamales en una bandeja. Cocinese a vapor una hora.

TENDER CACTUS WITH EGG

12 tender cactus
1 quart water
1 teaspoon salt
1 tablespoon lard
4 eggs

Clean cactus and chop into tiny squares. Put in sauce pan and add water; boil till tender. Combine lard, cactus, eggs and salt, and cook in skillet until the eggs are cooked.

NOPALITOS CON HUEVO

12 nopalitos
1 cucharita de sal
4 huevos
1 cuarto de agua
1 cuchara grande de manteca

Limpie nopales y corte en cuadrados chiquitos ponga en una cacerola y anada agua; Hiervalo hasta aue este suave. Combine manteca, nopales, huevos, y sal, y cocine en sarten hasta que los huevos esten cocidos.

* * * * * * * * * * *

CHICKEN AND RICE

1½ cups rice
1 chicken, cut up
1 teaspoon garlic powder
1 teaspoon cumin
2 teaspoon salt
Water as needed

Fry the rice until it gets brown. Put the chicken in a big boiler and fry. Add the rice, garlic powder, cumin, salt, and water. Cook thirty to forty minutes.

ARROZ CON POLLO

1½ taza de arroz
1 gallina
1 cucharita de polvo de ajo
1 cucharita de cominos
2 cucharitas de sal
Agua segun necesite

Dore el arroz hasta que este bien dorado. Dore la gallina y luego que ya este dorada echele el arroz, sal, ajo, cominos, y agua dejela que hierva treinta a cuarenta minutos.

CHICKEN WITH SPICY SAUCE

1 fryer
½ cup chile powder
½ cup peanut butter
Salt and pepper
1 tablespoon cominos
1 tablespoon garlic
1 tablespoon flour

Boil the fryer and keep the borth to be used in the sauce.

Sauce - Mole

Brown the flour and peanut butter in a skillet with the shortening. Add the cominos, garlic, salt and pepper and chile powder. Boil for 10 minutes. While boiling add the fryer (cut).

MOLE

1 pollo
½ taza chile de polvo
½ taza de Mantequilla de Cacahuate
1 cucharada de cominos
1 cucharada de ajos
1 cucharada de harina
Sal y pimienta

Se hierve un pollo para que suelte el jugo. Luego se saca y se pone separado para hacer el giso del mole.

Mole

Se tuesta la harina para hacer el greve con la mantequilla de cacahuate. Agregue los cominos, ajos, chile de polvo, pimienta, y sal. Aregue 3 tazas del jugo del pollo. Hierve por 10 minutos. Ponga el pollo en el mole cuando este hierviendo.

* * * * * * * * * * *

SQUASH WITH PORK CHOPS

1 teaspoon shortening
4 small green squash
1 tomato
1 onion
3 cloves of garlic
Salt and Pepper
1 can of corn
4 Pork Chops

Cut pork chops into small pieces and brown them in shortening. When browned add the squash. Mince tomato, onion, garlic and addto meat and squash. Add salt, pepper, and corn. Cook on low heat. Do not add water.

CALABASITAS CON CHULETAS

1 cucharita de manteca
4 calabasitas pequenas cortadas
1 tomate
1 cebolla
3 dientes de ajo
Sal y pimienta
1 bote de helotes
4 Chuletas

Se corta la carne y se pone a dorar con la manteca. Cuando ya esta dorada se agregan las calabasitas cortadas. Se pica un tomate, cebolla y los ajos. Agregue la sal, pimienta y helotes. Se cocinan a fuego lento. Se tapan para que se cuezan con el jugo de la misma calabasita. No sele pone agua.

SUGGESTED INSERVICE
FOR A
PARENT-SCHOOL-COMMUNITY INVOLVEMENT PROGRAM

Inservice Program (1 day)

8:00 - 8:15	WELCOME AND INTRODUCTION. Review of the Parent-School Community Involvement Program inservice sessions. Introductions. General Instruction
8:15 - 9:00	OVERVIEW OF THE PROGRAM. Scope. Rationale. Goals and Objectives. Personnel in the Program.
9:00 - 10:00	OVERVIEW OF THE PROGRAM. The Plan.
10:00 - 10:30	OVERVIEW OF THE PROGRAM. Evaluation. Reports. Forms.
10:30 - 11:30	ROLES OF THE PERSONNEL. Visiting Teacher. Community Aides. School Nurse. Principal. Migrant Teachers. Ancillary Personnel., etc.
1:00 - 2:00	ACTIVITIES. Parent-Teacher Conferences. Parental Workshops. Basic Education For Parents. Social Development Program. Parent Advisory Committee. Classroom Parent Participation. Classroom Observations. Home Visitations. School Program Activities. Home Program Activities. Special Program Activities. Parent Education. The Periodical.
2:00 - 3:00	THE COMMUNITY. The Migrant Parent. The Neighborhood Leader. The Community Agencies: local, state, and federal. Educational projects.
3:00 - 4:30	COMMUNICATION. Individual: the effect of feedback.

Inservice Program (2 days)

1st day

8:00 - 8:15	WELCOME AND INTRODUCTION. Review of the Parent-School-Community Involvement Program and the inservice or orientation sessions. General instructions.
8:15 - 9:00	OVERVIEW OF THE PROGRAM. Scope. Rationale. Goals and Objectives. Personnel in the Program.
9:00 - 10:00	OVERVIEW OF THE PROGRAM. The Plan.
10:00 - 10:30	OVERVIEW OF THE PROGRAM. Evaluation. Reports. Forms.
10:30 - 11:30	ROLES OF THE PERSONNEL. The Visiting Teacher. The Community Aides. The School Nurse.
1:00 - 1:30	ROLES OF THE PERSONNEL. The Principal. The migrant teachers. The Counselor.. The Ancillary Personnel.
1:30 - 3:00	COMMUNICATIONS. Individual: the effect of feedback.
3:00 - 4:30	COMMUNICATIONS. Groups: Three styles of interview or three styles of group communication.

2nd day

8:00 - 8:30	ACTIVITIES. Parent-Teacher Conferences. Parental Workshops. Basic Education for Parents. Social Development Programs.
8:30 - 9:00	ACTIVITIES. The Parent Advisory Committee.
9:00 - 10:00	ACTIVITIES. Classroom Parent Participation. Volunteers in the Classroom. Volunteers outside the Classroom. Field Trips.
10:00 - 11:00	ACTIVITIES. Classroom Observation. Parent Education. Home Visitation.
11:00 - 12:00	ACTIVITIES. School Program Activities. Home Program Activities. Special Program Activities.
1:00 - 2:00	ACTIVITIES. The Periodical.
2:00 - 3:00	THE COMMUNITY. The Migrant Parent. The Neighborhood Leader. The Community Leader. The social service agencies: local,

	state, and federal.
3:00 - 4:00	THE COMMUNITY. Academic, vocational, and enrichment educational programs for the migrants.

Inservice Program (3 days)

1st day

8:00 - 8:15	WELCOME AND INTRODUCTION. Review of the Parent-School-Community Involvement Program and the inservice or orientation sessions. General instructions.
8:15 - 9:00	OVERVIEW OF THE PROGRAM. Scope. Rationale. Goals and Objectives. Personnel in the Program.
9:00 - 110:00	OVERVIEW OF THE PROGRAM. The Plan.
10:00 - 10:30	OVERVIEW OF THE PROGRAM. Evaluation. Reports. Forms.
10:30 - 11:30	ROLES OF THE PERSONNEL (The Team). The Visiting Teacher. The Community Aides. The School Nurse., etc.
1:00 - 1:30	ROLES OF THE PERSONNEL. The Principal. The Migrant Teacher. The Ancillary Personnel.
1:30 - 3:00	COMMUNICATIONS. Individual: an effect of feedback.
3:00 - 4:30	COMMUNICATIONS. Group: three styles of interview.

2nd day

8:00 - 8:15	GENERAL ASSEMBLY.
8:15 - 10:00	COMMUNICATIONS. Three styles of group Communications.
10:00 - 10:30	ACTIVITIES. Parent-Teacher Conferences. Parental Workshops. Basic Education for Parents. Social Development Programs.
10:30 - 11:30	ACTIVITIES. Parent Education.
11:00 - 2:00	ACTIVITIES. Classroom Observation. Home Visitation.
2:00 - 3:00	ACTIVITIES. Classroom Parent Participation: volunteers in the classroom. Volunteers outside the classroom.

3:00 - 3:30	ACTIVITIES. Field trips.
3:30 - 4:00	ACTIVITIES. Parent Advisory Committee.

3rd day

8:00 - 8:30	GENERAL ASSEMBLY.
8:30 - 9:30	ACTIVITIES. School Program Activities. Home Program Activities. Special Program Activities.
9:30 - 10:00	ACTIVITIES. The Periodical.
10:00 - 10:30	THE COMMUNITY. The Migrant Parents. The Neighborhood Leaders.
10:30 - 11:30	THE COMMUNITY. The Social Service Agencies: local, state, and federal.
1:00 - 1:30	THE COMMUNITY. The Community Leader. The private organizations.
1:30 - 3:00	THE COMMUNITY. Academic, vocational, and special educational opportunities for the migrants.

EVALUATION

Parent-School-Community Involvement assumes a unique evaluation design by its nature. The effectiveness of the program is assessed by the number and participation of parents in various activities specifically designed for a community that is serviced by the school. As such, the ongoing actions are carried on not only by the specific program design but also by the enthusiasm of the staff implementing the program.

Goals of seeking active involvement and participation of parents in the educational and social development of their children are based on the premise that these parents are interested in their children's education.

The program's effectiveness is not of a nature that can be measured with specifics, but one whose value and importance is felt and seen in the appearance and activities of the migrant parents involved in such a program.

There are two techniques in the essential framework of the evaluation design. One is the use and availability of selection of evaluation reports that will describe and assess the activities of the program. Attendance reports will clearly show the success of parent participation.

A continuous feedback assessment will be insured by completion of a summary monthly report by the Community Agency (Visiting Teacher and/or Community Aides).

A second technique affords on-site information on student school attendance and achievement. The main purpose of the program is to interest the migrant parents in the education of their children. Student school attendance and participation will be shown clearly in attendance records of the previous and present school years.

Under the leadership of the Community Agency, monthly activities to promote parent participation and increase migrant student attendance will be recorded in a selective set of forms.

The same evaluation reports of activities will show what has been done for the migrant parent to provide him with the knowledge and skills to use agencies, both public and private, which provide information of resources available in the community, and the methods necessary to utilize these resources. They should also show what intrinsic motivational activities have been designed to enhance the migrant parent's self-concept, provide cultural enrichment, and increase his educational achievement.

CHECKLIST FOR EVALUATION

The school administrator will want to evaluate his Parent-School-Community Involvement Program in order to gauge its progress and to improve its results. The administrator and the Visiting Teacher may also use this checklist for including comments on the Parent-School-Community Involvement Program in their regular reports. The answers to these questions will be relative to the time spent in gathering information, and obtaining detailed statistics may not be possible until the end of the school year. Generally, however, these questions may be dealt with sufficiently at the end of a semester. The Activity Forms and the report forms will supplant any information gathered and recorded on these questions.

PERFORMANCE OF THE SCHOOL STAFF

1. How many projects were required during this period?
2. What were the attendance figures at these projects?
3. How many staff members participated in the activities?
4. Which projects were best in the opinions of the parents? In the opinions of the staff?
5. In what manner were the activities of value in the community?
6. Did the projects have long-range as well as short-range effects?
7. How many teachers and other staff members have become active in civic programs as a result of the Parent-School-Community Involvement Program?
8. What are the total man hours on Parent-School-Community Involvement activities given by the school staff (exclusive of the Visiting Teacher and/or Community Aide)?
9. What are the total funds raised or what is the economic value of the projects during this period?
10. Was the number of house visits by teachers increased during this period?
11. What comments have been made by the parents on the house visits?
12. What are parent opinions about the participation of teachers in their local or neighborhood activities?

PERFORMANCE OF THE MIGRANT CHILDREN

1. Have the migrant children shown any significant improvement in their school work as a result of the Program?
2. In what kind of education-related activities have the parents participated?
3. What have been the physical changes in the home relating to education?
4. Have teachers noticed differences in outlook on the part of their students (aspirations, personality, emotions, etc.)?
5. Have the parents become aware of improvements in their children's behavior and school performance?

PERFORMANCE OF THE PARENTS

1. What have the migrant parents done to improve or increase their grasp of learning methods?
2. What have they done to teach their children at home?
3. What kind of home improvements have been suggested or made by the parents?
4. Have service or resource agencies (Tuberculosis Clinic, Welfare Office, Juvenile Office, etc.) noticed physical improvements in the home which lead to safety, better health conditions, or improved financial status as a result of this program?
5. What were the total number of man hours given by parents to school-home projects? To community projects?

COMMUNICATIONS BETWEEN SCHOOL AND PARENTS

1. In what manner have the relationships between parents and school staff been improved?
2. Have there been any significant teacher-parent activities on a one-to-one basis?
3. Have school visits by parents increased? For what reasons?
4. Have parents telephone calls to the school increased in number? Have the teacher-to-house calls increased?
5. What has been the amount and nature of written communications between school and home?

INTERACTION IN THE COMMUNITY

1. To what extent did service or resource agencies enter into the Parent-School-Community Involvement Program?
2. What efforts between agencies were combined?
3. What kind of support was given by voluntary agencies and civic groups?
4. In what ways was the community environment improved as a result of this program?
5. What have been the contributions of merchants and businessmen to this program?
6. What organizational activities have taken place between migrant parents and other community organizations? How many migrants have become members of an organization as a result of this program?

EVALUATION REPORT FORMS

To be able to evaluate a good Parent-School-Community Involvement Program, it is necessary to keep record of all important activities and duties performed.

This section includes a list and samples of suggested forms. The administrators in charge, and the PSCI team must decide which forms they find most appropriate. They may wish to evolve their own.

If the school is a pilot test site, the PSCI resource specialist will make the necessary forms available to the administrator in charge of the program.

The Daily Log (See page 98)

This is a monthly record of all daily activities and happenings pertaining to the Parent-School Community Program in the school district. The Visiting Teacher and/or Community Aides should log their important activities and accomplishments daily into the record kept at the PSCI office. Care must be taken that daily unimportant activities do not get into the log. This instrument can be of great help to the PSCI personnel in making other reports. For example, some days may pass before personnel fill out a Program Activity Form or other forms of some activity or happening and they can refer to the Daily Log for details. The log can be a daily reminder of tasks to be accomplished, to be planned or to be recorded.

Monthly Report (See page 99)

The Monthly Report is a summary of all basic activities of the program. It may be adjusted to the particular project in question and to the activities in that particular program.

Program Activity Form (See page 100)

This form may be used to record any activity developed and carried out by or with the help of the PSCI staff. Resource information may be added. All types of media resources, tapes, video, etc., may be included.

Home Visit Report (See page 103)

This form may be used in home visitations. It should be flexible enough so that additional selections may be included.

Parent Advisory Committee Report (See page 105)

This form should be filled out once a year unless the committee is a semi-annual one. It is important since the Advisory Committee is required in federal and state funding.

Orientation to Program Report (See page 106)

This form is important since it can be used for the school personnel orientation, the migrant parent orientation, or any other orientation sessions during the year.

Home Visit Record Report (See page 107)

This form is used to record and log home visitations. It can be an adjunct to the Daily Log and can record teacher visitations also.

Parent Participation Form (See page 108)

This form is kept in the school secretary's office. The principal, visiting teachers, counselor, supervisor, school nurse, and migrant teacher can contribute to it. (The Community Agent must see that it is done.)

Monthly Attendance Sheet (See page 109)

This form should also be given to the migrant school secretary and to all PSCI school personnel. It tabulated all parents' visits to the school and the purpose of the visits.

Field Trip Preparation Report (See page 110)

A field trip must be well planned to be successful and not hazardous. A good Community Agent (Visiting Teacher and/or Community Aide) will get his region service center to develop a field trip brochure or pamphlet that may be useful not only to his district but to the area. A good field trip will pay dividends not only to the migrant students but to migrant parent volunteers also.

Topic of Interest Questionnaire (See page 112)

This is a sample questionnaire used by a Parent Involvement team. The Community Agent should make his own after he surveys all social service agencies.

governmental or private.

At a school program activity the different agencies are described to the migrant parents, and they are asked to select those they wish to discuss further at orientation sessions, school or home activities.

Referral Report (See page 114)

The Community Agent and/or Community Aide compile this report when they refer a migrant child or a parent to a social or service agency. It will record all pertinent data regarding migrant families helped.

Attendance Roster (See page 115)

The attendance roster should be handy at the door when any activity for migrant parents is held to record the attendance at the meeting.

Certificate of Pupil Eligibility (Enrichment Program) (See page 116)

The Community Agent, aide, teacher, or principal should see that pupil eligibility forms are signed by parents of migrant children who are participating in a Child Migrant Program. This form should be kept on file since it is auditable data.

Certificate of Pupil Eligibility (Seven Month Program Only) (See page 117)

"See above."

Application for Services and/or Items (See page 119)

In order that a child might receive health, food, or clothing services, a "Service and/or Items" form should be completed.

Certificate of Appreciation and Volunteers in Education Certificate
(See pages 120 and 121)

The certificates are given to the parents who have served in and out of the classroom. When the parents receives one of the aforementioned certificates he realizes that he is wanted and that the school needs him.

DAILY LOG

Project: ____________________

Visiting Teacher and/or Community Aide ____________________

Month and Year: ____________________ Date Turned In: ____________

PARENT INVOLVEMENT PROGRAM

Monthly Report

Parent Involvement Program ______________________________

Name of School ______________________________

Location ______________________ Date ________________

1. Number of parents contacted:

    (1) Direct personal contact outside the home ________

    (2) Visiting in the home ________

    (3) Letter ________

    (4) Phone ________

    (5) Other ________

    TOTAL NUMBER OF FAMILIES CONTACTED THIS MONTH ________

2. How many resource agencies have you contacted this month? ________

3. How many parents have you referred to resource agencies? ________

    a. How many parents have you referred to school auxiliary personnel? ________

4. How many of the following activities have you conducted this month?

    a. Home Activities ________

        Number of parents participating ________

    b. School Activities ________

        (1) Number of parents participating ________

        (2) Number of teachers participating ________

    c. Community Activities

        (1) Number of parents participating ________

        (2) Number of teachers participating ________

    d. Parent-Classrooms observation ________

        Number of parents participating ________

PARENT INVOLVEMENT PROGRAM
Monthly Report (continued)

e. Parent-Volunteer activities ________

Number of parents participating ________

f. Parent-Teacher Conference ________

Number of parents participating ________

PROGRAM ACTIVITY: Parent-School-Community Involvement and Parent Education

ACTIVITY:

OBJECTIVES: 1.

2.

3.

4.

PROCEDURES: 1. Contact:

2. Method:

3. Resources:

4. Time:

5. Place:

SUMMARY:

ANALYSIS: 1. Objectives met:

2. Procedures adequate:

3. Conclusions:

FOLLOW-UP: 1. Participant's comments:

2. Observed changes:

3. Next activity:

HOME VISIT REPORT

Visiting Teacher, Community Aide Report

(Teacher)

Date ______________

Visiting Teacher, Aide ________________________________

Address Visited ________________________________

Parent's Name ________________________________

Pupil's Name ________________________________

1. Purpose of visit

2. What family members were at home

3. How did the family react?

4. To whom did you speak?

5. Did you feel you were intruding?

PARENT INVOLVEMENT
Visiting Teacher, Community
Aide Report (continued)

6. What Problems do you feel most affect the well-being of this family?

__________ Housing
__________ Health
__________ Employment
__________ Nutrition
__________ Clothing
__________ Financial

7. Do you have a solution?

8. Did you accomplish your purpose?

9. Other Comments:

PARENT ADVISORY COMMITTEE REPORT

1. Do your programs have a Parent Advisory Committee?

Describe below ( ) Yes
( ) No

1-1. How many parents belong to this committee? No. __________

1-2. What are the primary activities of this group?
(DESCRIBE THINGS WHICH HAVE BEEN ACCOMPLISHED ALREADY.)

1-3. How often does this group meet? ____________________

1-4. Include any other documents, minutes of meetings, etc., which you have on this group and which would be helpful in describing it.

ORIENTATION TO PROGRAM

1. Did you conduct any type of orientation meeting(s) for the parents at the beginning of the school year?

Go to Item 2. ( ) Yes
( ) No

2. Describe the nature of the meeting; that is, what type of presentations were made, who spoke to the parents, how many parents attended? If more than one meeting was held, use a separate form to describe each meeting.

2-1. Who spoke?

Name	Position
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

2-2. What were the topics (general areas)?

____

____

____

____

____

2-3. Approximately how many parents attended the orientation meeting?

No. ____________.

HOME VISIT RECORD REPORT

Visiting Teacher, Aides

Time Spent	Date	Person Making Contact	Person Contacted	Purpose of Visit

Parent Participation Form

PROGRAM ATTENDANCE OR HELP PROVIDED IN SCHOOL				
Time Spent	Date	Name of Family Member	Program or Help Provided	Purpose

WH Denotes involvement of wife and husband
W Denotes involvement of wife only
H Denotes involvement of husband only

PARENTAL-SCHOOL-COMMUNITY INVOLVEMENT AND PARENT EDUCATION PROGRAM

MONTHLY ATTENDANCE SHEET

Month ____________, 19__

Name of Parent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
ACTIVITY																															

FIELD TRIP PREPARATION REPORT

SCHOOL ______________________________ DISTRICT ______________

CITY ______________________________ STATE ______________

REQUESTED BY ____

PURPOSE ____

____

NO. OF BUSES REQUESTED ______________________________

FOR:

GRADE ________________ NUMBER OF STUDENTS ____________

NO. OF SCHOOL PERSONNEL ____________ NO. OF PARENTS ____________

OTHER ____

DATE OF TRIP ____________________ TIME ______________

LENGTH OF TRIP ______________________________

LOCATION ____________________ ADDRESS ______________

PHONE ______________

VISITING ARRANGEMENTS ______________________________

PERSON TO CONTACT ______________________________

ADDRESS ____________________ PHONE ______________

FEES ____

PARKING ____

GROUP LIMITATIONS ______________________________

HAZARDS ____

____

LOCATION CHECKED ______________________________

FIELD TRIP PREPARATION REPORT
(continued)

ACCOMMODATIONS:

EATING FACILITIES

RESTROOMS

OTHER

HIGHEST POINTS OF INTEREST

CORRELATION TO ASSIGNMENT(S)

PREPARATION MATERIALS, MEDIA

PARENT INTEREST FORM

School ____

Topics of Interest

_____ 1. OEO Referral Center
_____ 2. Library
_____ 3. County Health Clinic
_____ 4. Planned Parenthood Center
_____ 5. Crippled Children's Services Division
_____ 6. State Department of Public Welfare
_____ 7. Texas Employment Commission
_____ 8. Salvation Army
_____ 9. Job Corps
_____ 10. Adult Migrant Education
_____ 11. Vocational Rehabilitation
_____ 12. South Texas Technical Institute
_____ 13. Tuberculosis Association
_____ 14. Cooking Home Demonstration
_____ 15. First Aid
_____ 16. Health and Sanitation Education
_____ 17. Safety Education
_____ 18. Legal Aid Society
_____ 19. County Welfare Department
_____ 20. Emergency Food Program - OEO
_____ 21. House Authority
_____ 22. Juvenile Probation Department
_____ 23. Mental Health and Mental Retardation Board

_____ 24. Neighborhood Youth Corps - OEO

_____ 25. Independent Rehabilitation District

_____ 26. Salvation Army Corps

_____ 27. Social Security Administration

_____ 28. Strike Off for Drive Education

_____ 29. Budgeting

_____ 30. Civic Responsibility

_____ 31. Consumer Education

REFERRAL FORM

Person(s) Referred ______________________________

Address ______________________ Phone __________

Reason(s) for Referral ______________________________

____

____

____

____

Agency ______________________________

Address ______________________ Phone __________

Person(s) Contacted ______________________________

____

____

Results ______________________________

____

____

Other Comments

____

____

____

____

____

____

ATTENDANCE ROSTER

____________________ PUBLIC SCHOOLS

Certificate of Pupil Eligibility

TEXAS CHILD MIGRANT PROGRAM
(Enrichment Program)
School Year ________

Name of Child ______________________________
Last First Middle

Birth Date ______________________ Age September 1 ________
Month Day Year

Grade ______

I certify that the above named child moved with me from ____________,
City

____________, to ____________, ____________,
State City State

between September 1, 197 , and August 31, 197 , while I was employed in agriculture or a related food processing activity. My child has my permission to attend the enrichment classes and activities of the Texas Child Migrant Program at the ____________________ School.

____
Signature of Parent or Guardian

____
Street Address

____
Date

Certificado de Participación

Nombre del estudiante ______________________________
Apellido Nombre

Fecha de Nacimiento ________________ Edad (1° de septiembre ________
Mes Día Año

Grado ______

Certificao que el (la) estudiante en referencia me acompañó de ____________,
Ciudad

____________, a ____________, ____________,
Estado Ciudad Estado

entre las fechas del 1° de septiembre de 197 y el 31 de agosto de 197 mientras que yo trabajaba en agricultura o trabajos relacionados. Doy permiso que asista a las clases y actividades que enriquecen la educación de mis hijos en el Programa de Texas para Educar a los Niños Migrantes.

____
Nombre de padre o guardián

____
Domicilio

____
Fecha

____________________ PUBLIC SCHOOLS

Certificate of Pupil Eligibility
TEXAS CHILD MIGRANT PROGRAM
(Seven Month Program)
School Year __________

Name of Child: ______________________________
Last First Middle

Birth Date ____________________ Age September 1 __________
Month Day Year

Grade ________

I certify that the above named child moved with me from ______________,
City

______________, to ______________, ______________,
State City State

between September 1, 197 , and August 31, 197 , while I was employed in agriculture or a related food processing activity. My child has my permission to attend the Seven Month Program at ______________ this school year of 197 -7 .
Name of School

I understand he (she) will attend classes which are exclusively for migrant children.

____
Signature of Parent or Guardian

____
Street Address

____
Date

Certificado de Participación

Nombre del estudiante ______________________________

Fecha de Nacimiento ____________________ Edad (1^o de septiembre) __________
Mes Día Año

Grado ________

Certifico que el (la) estudiante en referencia me acompañó de ______________,
Ciudad

______________, a ______________, ______________,
Estado Ciudad Estado

entre las fechas del 1^o de septiembre de 197 y el 31 de agosto de 197 mientras que yo trabajaba en agricultura o trabajos relacionados. Damos permiso que se matricule en el programa de siete meses. Entendemos que el programa será exclusivamente para niños migrantes.

____
Nombre de padre o guardián

____
Domicilio

____
Fecha

____________________ PUBLIC SCHOOLS

APPLICATION FOR SERVICES AND/OR ITEMS

(Health, Food, or Clothing)
TEXAS CHILD MIGRANT PROGRAM
School Year ________

In order that your child receive the service and/or items listed below to be provided by the above school, it is necessary for you to provide the following information and give your full permission by signing this request.

STUDENT'S NAME ____________________ DATE __________

PARENTS: Father ____________________

Mother ____________________

Address ____________________ PHONE __________

PRESENT EMPLOYMENT:

Father ____________________ Address __________

Mother ____________________ Address __________

NAMES OF CHILDREN IN SCHOOL:	SCHOOL	NAMES OF CHILDREN UNDER SCHOOL AGE

SERVICE AND/OR ITEMS REQUESTED:

I authorize/request the above service and/or items

____________________ ____________________
Signature of Parent or Guardian

****

FOR SCHOOL USE ONLY

____________________ __________
Person making home visit Date

RECOMMENDATION AND COMMENTS:

AUTHORIZATION: ____________________ __________
Director of Program Date

_______________________ ESCUELA PUBLICA

SOLICITUD DE AYUDA
(Médica, Comida, o Ropa)
PROGRAMA PARA NINOS MIGRANTES
Año Escolar ______

Para que su hijo (hija) pueda recibir la ayuda anotada abajo por intermedio de la escuela, es necesario que nos de la siguiente información y su permiso con su firma en esta solocitud.

NOMBRE DEL ESTUDIANTE: _______________________ FECHA ____________

PADRES: Padre _______________________________
(Guardián) Madre _______________________________
Domicilio _______________________________ TELEFONO __________

TRABAJO ACTUAL:
Padre _______________________ Dirección _______________
Madre _______________________ Dirección _______________

NOMBRES DE HIJOS EN LA ESCUELA	ESCUELA	DE EDAD PARA LA ESCUELA

AYUDA SOLICITADA: _______________________________________

Autorizo/Solicito la ayuca anotada.

_________________________ _______________________________
Fecha Firma del Padre o Guardián

****

SOLAMENTE PARA LA ESCUELA

_______________________________ _______________
La Persona Visitando el Hogar Fecha

RECOMENDACION Y COMENTARIOS:

AUTORIZACION: _______________________ _______________
Director del Programa Fecha

CERTIFICATE OF APPRECIATION

La experiencia hace el maestro

Awarded to ______________________________

for volunteer aide service

____
PRINCIPAL

____
COMMUNITY AGENT

VOLUNTEERS
in
EDUCATION

Certificate of Appreciation

Awarded to ______________________________

For valued services as a volunteer

____
Superintendent of Schools

____
Coordinator of Volunteers

____
Date